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Preparation Through Education for a Democracy

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State Superintendent of Public Instruction.

(Address before National Educational Association, New York City, July, 1916.)

CHE tersest, truest definition of democracy yet formulated by an American was that which burst from the breaking heart of Abraham Lincoln on the battlefield of Gettysburg: "Government of the people, by the people, for the people." Beginning with this inspired definition of the most difficult and beneficent form of human government, let us consider together this highest and hardest responsibility and duty of the American teacher, "Preparation through Education for a Democracy."

The most important task and duty of the American school and the American teacher is preparation of the American children of each generation, who are to become the American people of the next, for government by the people and for the people. Upon the wise performance of this task and duty depend the strength and perpetuity of our American democracy, and, in the light of world conditions today, upon it may depend the preservation and perpetuation of democracy in all the earth. The trinity of agencies for the performance of this high task are the home, the church, and the school. From the very constitution of our civilization, the heaviest part of this task in America must fall upon the public school.

From the very nature of a democracy, all authority must be derived from the consent of the governed and must be exercised for the benefit of the governed. Democracy, therefore, lays a heavier burden upon the individual than any other form of government, and its perpetuity, success, and strength are more dependent upon the intelligence and character of the individual citizen. Liberty, fraternity, equality are cherished and distinctive principles of democracy. Government of the people and for the people is more dependent than any other form of government upon the coöperation of the people, upon a recognition of the brotherhood of man, and upon a correlative consideration for the rights, duties, and obligations, moral, civic, and political, each for each, each for all, and all for each.

Education that provides preparation for democracy must lay special emphasis upon the distinctive principles and the distinctive virtues demanded for efficient democratic government.

Vocational education for the preparation of the great industrial masses, constituting 90 per cent of the total population of the United States, for more efficient and profitable work, is not only an economic necessity in a democracy, but also a democratic right and obligation. Without it this vast majority cannot have equality of opportunity to work and to live, to get the most for themselves, and to contribute the most to others. But vocational education will prove in no high sense a preparation for democracy unless there be developed with it a sense of obligation and a desire and determination to use increased efficiency to give more as well as to get more.

The dominant aim of education in a democracy should be preparation for the patriotic performance of the duties and the obligations of citizenship therein through the acquisition of the knowledge and the cultivation of the virtues demanded therefor. Education is a process of growth, not of manufacture. The teacher's relation to it is one of guidance, stimulation, and cultivation. Every public school in America, therefore, should be a place for the inculcation of democratic principles and for the cultivation of democratic virtues. These flourish most and grow best in an atmosphere of democracy. First of all, therefore, the school must itself be a democracy, and the teacher, a democratic governor, not a despot—a wise guide, not a dogmatic dictator. Virtues grow from the *practicing* of them, not from the *preaching* of them. The school that is to prepare for citizenship in a democracy must offer the widest opportunities and the strongest stimulation for the constant exercise of the virtues most needed for it.

Self-reliance, self-determination, self-direction, self-restraint, self-government are individual virtues most essential to the successful exercise of the privileges of political self-government and for the proper restraint of the freedom of democracy. Coöperation, team-work for the common good, consideration for the rights of others, tolerance of the views of others, freedom and independence of thought, and prompt obedience to properly constituted authority are other virtues the cultivation of which is an essential part of preparation for citizenship in a democracy.

The wise teacher whose dominant aim is preparation through education for a democracy will find innumerable opportunities in the schoolroom and on the playground for the stimulation and cultivation of these virtues. He should make his schoolroom and his playground a little republic where lessons in good citizenship in a democracy are taught every day by precept and example, where the characteristic virtues of democracy are constantly called into practice, and where its highest ideals are constantly held before the children. Here are to be found

the same human types and classes—rich and poor, strong and weak, selfish and unselfish, gentle and rude, modest and brazen—the same human relations and obligations, tasks and burdens, joys and sorrows; the same human passions, ambitions, and temptations, as are to be found in the larger schoolroom and playground of the republic, but all in a formative and directable state.

Here, then, is the task and the opportunity of the teacher as a citizen-trainer: wisely to direct and stimulate and help to regulate the work and conduct of each child, to aid in the creation of the right atmosphere and of the right public opinion, to make everything count most toward the formation of the character, the ideals, and the habits of good citizenship in a democracy.

It is a belittling of this great work to postpone special attention to it in the school till the last year or two in the high school, and imagine that we have discharged our duty in this respect when we have given the children a few hours' instruction a week, for a year or less, in some text-book on civics. However valuable such instruction may be in its proper time and place, it is but a minor part of this larger and longer work.

Training for citizenship for the child begins consciously or unconsciously with his first day in school and continues to his last. With him school is life, and everything that he thinks and feels and hopes and suffers and learns and does and hears and sees there has its part in his training for citizenship. He is daily living the life, forming the character, fixing the habits of good or bad citizenship in a democracy, by the way he does his work, regulates his conduct, performs his duties, and discharges his obligations growing out of his various relations to school-mates and teachers in schoolroom and on playground. There is scarcely a school task, duty, or play that cannot be made to contribute to this end.

Far more important as a preparation for a democracy than the knowledge acquired during these school days are the habits formed, the desires kindled, the ambitions awakened under the wise and sympathetic guidance of a teacher with soul and consecration and dynamic personality.

Above all, the child should come out of the public school of this republic filled with a spirit of democracy, fired with a love of democracy, aflame with a zeal for democracy, grateful for the blood-bought blessing of democracy, determined to live for it, and, if need be, to die for it. Feeling, desire, motive—these are the steps to action. Constant appeal must be made to these through history, biography, literature, through the celebration of patriotic days, through the dramatization of patriotic events, and through the utilization of patriotic emblems.

The crowning gift of God to man is democracy builded upon Christian citizenship. Every public schoolhouse in this republic should be a holy temple of democracy, every public-school teacher a high priest daily ministering at its altar. The direst calamity that could befall humanity would be "for government of the people, by the people, for the people to

perish from the earth." Preparation through education for its duties and obligations is the ordained means for its preservation.

Centuries ago in England, because of his influence in making two kings, the Earl of Warwick won the title of "king-maker." In America today, every teacher in every public school is, in a truer sense, a king-maker; for, if he be true to his high calling, he is a maker of many good American citizens, every one of whom is a ruler and a king.

On Being Seen and Not Heard

There is a good deal more of life and fire and color in the talk of the young today than there was in the speech of an older day. Many an adult is ill-at-ease in a group of young people now. His talk is much duller than that of the young people around him. They can use figures of speech; they can employ dynamic and striking phrases; in brief, their speech scintillates, while his moves along in a rather heavy, conventional, formal way. This is the new order of things in American life. It is inevitable, considering that we are becoming constantly more gregarious. We see a great deal more of one another than we did of old; and so we have to talk more freely and more voluminously than was required when social life was much simpler than it is now.

So children must be heard as well as seen. But shall we release the brakes altogether, and let them run without check? People can talk so much that they become unduly excited, unstable, and erratic. A child who rushes in to the table from the street, and keeps talking in a tense, excited way is overdoing the talking business. In some way he ought to be quieted. He should be helped to get hold of himself. He is running with the throttle open.

This problem could be settled satisfactorily, and to the advantage of everybody concerned, if the father and the mother could talk so as to interest their children. When a parent can tell a good story or describe a happening of the day in a colorful manner, he can get his children to listen, and they will be benefited in body and mind by so doing.—*M. V. O'Shea in the November Mother's Magazine.*

Superintendent William F. Feagin and His Great Fight for the Schools of Alabama

ZEBULON JUDD

TUESDAY, November 7th, was an epoch-making day in the history of Alabama. On that day the electorate of the State, after a hard campaign covering three months, registered a decisive majority for a more liberal educational policy. The election was held on the ratification of an amendment to the Constitution. This amendment provides that the counties may hold elections on the question of levying a three-mill county tax to supplement the public funds now available. It also provides that any city, town, or school district in a county where the three-mill tax has been voted may hold an election on the question of a three-mill tax for the school or schools of the city, town, or district.

The educational situation in Alabama which necessitated this amendment, and a brief statement of the movement leading to its adoption, will be of interest. Alabama, along with the other Southern States, has never broadly conceived her obligation in the matter of public education. Her low rank among her sister States, however, is not the only element of perplexing concern. The inequality of school facilities as among the various counties has called for constructive reform.

This condition of inequality is indicated through the following—Average school term per county: in Montgomery, 174 days; in Franklin, 83. Average annual teacher's salary: in Montgomery, \$687; in Marion, \$169. Average number of pupils per teacher: in Lowndes, 16; in four other counties, 59. Value school plant per pupil: in Montgomery, \$65.82; in Limestone, \$5.90. Number teachers holding life and first grade certificates: in Dallas, 69 per cent; in Cleburne, 6 per cent. The accumulated effect of these unequal conditions is seen in the degree of illiteracy in the various counties, *e. g.*, the number of illiterate persons over ten years of age for every 1,000 of total population is, 17 in Montgomery, and 179 in Lawrence. (These figures are for the white race only.)

The causes of these staggering inequalities require explanation. The first cause is found in the system of apportioning the school funds; the second is due to the difference in cost of maintaining the schools of the two races. The sources of the Alabama school fund are: a State tax of 30 cents on the \$100 valuation of property, provided by the Constitution; a local option county tax of one mill, assessed in forty-seven counties; and a poll tax, netting a total of \$132,000 for the State. In addition to these three taxes, the State appropriates \$350,000 for general school purposes and \$134,000 as a rural schoolhouse building fund, and

the towns and cities make appropriations out of their general funds for the municipal schools. In addition to the above legal sources, a half million dollars was paid into the school funds last year as contributions, fees, and supplements.

In many of the cities a stipulated annual omnibus fee, ranging from \$10 to \$25, is charged. In the country, the supplemental funds consist of voluntary contributions. In some communities these contributions are sufficient to lengthen the school term to eight or nine months. Notwithstanding the Supreme Court has handed down an opinion that no fee other than an incidental fee sufficient to cover cost of school supplies may be charged, the school board of the city of Montgomery, in face of a protest, this year fixed a definite schedule of fees, increasing in amount from the primary to the high school department. This system of fees is common throughout the State.

While the Alabama method of raising school funds has been defective, in that there has been little opportunity for local initiative, it is free from serious defects which handicap many of the States. It is right that the State should bear a large share of the burden of school taxation. Alabama ranks first among the States of the Union on this point. Now that she has enabled both the county and the local school units to share with the State in the raising of school revenue, I believe she has the most nearly perfect system of school financing among the States in our country. It may in fairness be asked, Will the counties and districts avail themselves of the opportunity offered through the amendment? We believe they will. As justification for this belief, we call attention to the fact that forty-seven counties have already voted the one-mill tax provided for before Tuesday's election. The further facts, that the people have been paying annually by other than tax methods a half million dollars to supplement the school funds and that the people demanded this additional tax provision, tend to confirm this view. That twenty counties have not voted the one-mill tax is not discouraging, for the majority of these are "black belt" counties, which already have fairly ample school facilities.

The one indefensible unit in our educational administration is the method of apportioning the school funds. This will be remedied in part by the provision for local funds under the amended Constitution. The only remaining act required to make complete this remedy is the appropriation by the State of a sufficient sum to equalize school facilities in the various counties up to a certain minimum. This equalization fund should be made available, however, to only those counties that have voted the three-mill county tax.

At present the poll tax is simply returned to the county. The 30-cent State tax and the \$350,000 State appropriation are consolidated into one fund and apportioned to the counties on the basis of school population. Once in the hands of the county board of education, the county

school fund is apportioned to the various schools with the view of giving to all communities "equal school facilities."

In twenty-one counties the negro population exceeds the white. The excess ranges from a bare majority in some counties to five times as many in others. The "black belt" counties lie across the State from east to west, just south of a line dividing the State into northern and southern halves. These counties are noted for their rich black lands suited to the growing of cotton. It was the rich cotton lands which attracted the negroes in such large numbers. In forty-six counties the white population is greater than the negro. In some of these counties the negro population is inconsiderable. The "white" counties occupy the northern half of the State and compose a single tier of counties along the southern border. The facts, that the State apportions the school funds to the counties on a per capita basis, that the counties apportion larger sums to the white than to the negro schools, and that the negro population is very irregularly distributed throughout the State, give rise to the inequalities among the various counties of the State as related to the white schools.

For many years school men in Alabama have sought to secure some form of local taxation. As justification for this effort, two facts should be cited: first, the meagerness of the school fund, and, second, the high percentage of the entire school fund raised by the State. At present, of every hundred dollars of school money, \$54.20 is raised by the State, \$25.80 by the county and local community, and \$20 is secured from other sources. The corresponding figures for Massachusetts are, \$1.94, \$96.37, and \$1.69; and for the United States, \$19.03, \$74.05, and \$6.92. The percentage of the school fund raised by the State was even greater than that given above until the last dozen years, when the counties began to vote the one-mill tax.

Another element in the Alabama situation has provoked repeated attempts at legislation. The politicians from the "white" counties have watched with growing jealousy the liberal allowances of school money for the children in the "black" counties as compared with the meager amount expended for the schooling of the children in their own counties. Many a "white" county representative is said to have been sent to his political grave by his temerity in agitating the issue of a new basis of apportioning the public school funds, to the end that white children in all the counties, "white" and "black," might have equal school facilities. At the last quadrennial session of the Legislature the question was pressed more vigorously than ever before. How much this agitation aided the school men in securing the consent of the "black belt" representatives to the submission to the people for ratification an amendment to the Constitution one may not with certainty affirm. At any rate, an amendment was submitted. It was this amendment that was ratified by the people on November 7th.

The campaign for the ratification of this amendment was an unusual one. During the first two months a small number of school men were going quietly up and down the State, speaking wherever a group of people could be assembled. More often they went to the Teachers' Institutes, three or four of which were conducted in different counties every week during the months of August and September. Frequently, without advertisement, these men would appear in the small towns, and after ten minutes notice to the men in the stores, banks, and offices, would begin speaking from the curbstone. From the beginning, every daily paper in the State favored the amendment; with a half-dozen exceptions, every weekly also. Notwithstanding this attitude of the papers, however, little publicity was given to the campaign. Not until the Department of Education began to furnish a weekly news-letter did the press really wake up and get into the campaign. During the first half of the campaign period leaders everywhere were most dubious of a successful issue. An unprecedented flood had effected heavy losses in crop wealth, the boll weevil had destroyed some 50 per cent of the cotton crop, and the tax assessors had aroused the bitterest opposition to any increase in taxation by a substantial raise in the assessments on farm property.

By degrees, as the movement won support among the people, political leaders were induced to take an open and at last an active stand for the amendment. Three weeks before the election the chairmen of the executive committees of the Democratic, Republican, and Populist parties had endorsed it; and the Governor, all the ex-Governors, and the members of the upper and lower houses of Congress had written articles favoring it.

For a long while it appeared there would be no organized opposition. The only opposition to make itself felt was that of a constitutional antagonism to taxes and an antipathy to "tinkering with the 'sacred' Constitution," born of a bitter campaign to adopt a prohibition amendment a half-dozen years ago. This opposition, however, was stubborn and unyielding; and only the most patient and persistent campaigning dissolved it.

To the dismay of the friends of the amendment, the opposition at last found a mouthpiece in the person of a county official in North Alabama. That person is a man of only average ability and of no means. Yet he circularized the electorate of the State several times, and sent articles in block type to the weekly press, offering where necessary to pay for space. His frequent visits to a near-by large city, secret conferences, and an astutely conducted campaign at an expense of several thousand dollars caused much anxiety. It was this unexpected turn in the development of the campaign that led to the "Sunday Conference." From the busy activities of the week there was not time for a general meeting of the workers. On Sunday, covering the last three weeks of the campaign, the leaders came from the various parts of the State to

take counsel, to map the following week's campaign, and to plan to circumvent any new efforts of the "enemy."

The outstanding figure in all the activities for the amendment both in securing the act of the Legislature to submit the amendment to the people for ratification and in securing the ratification of the amendment by the people, was the State Superintendent of Education, William F. Feagin. For a quarter of a century educators in Alabama had worked for an enabling act, but it was left to Mr. Feagin to push their endeavors to a successful conclusion. Only by combining the highest type of statesmanship with the finest technique of politics was he able to secure the passage of the amendment by the Legislature. During the weeks the bill was on the calendar and in debate, Mr. Feagin was in constant conference with senators and representatives. At the most critical period of its passage, he demanded a private operator at the central telephone office. By means of the telephone he brought pressure from the "folks back home" to bear upon unyielding legislators.

When the Legislature had adjourned and plans were to be made to place the amendment before the people for ratification, a conference of some hundred of the friends of the amendment met to select a campaign manager and to devise such arrangements as would give the greatest assurance of favorable action by the people. The idea prevailed that a layman would arouse less suspicion and in every way could work more effectively than a member of the teaching profession. After a long and strenuous session, it was unanimously agreed that although he would begin with certain apparent handicaps, the only man who combined the vim and vigor, the knowledge of State and county politics, and the political technique, was the man who secured the passage of the act to submit the amendment to the vote of the people.

The wisdom of that committee's choice has been doubly proven by the methods and the result of the campaign. Without funds, except a small allowance for printing and travel, with no rewards of any nature to offer for services, Mr. Feagin organized and put into action a large group of men and inspired them with the zeal of his own great spirit. All faction and party lines melted away before the fire of his enthusiasm and all opposition broke before his indefatigable labors and the iron of his indomitable will.

Among the most conspicuous services rendered during the campaign are two bulletins published by the State Department of Education and the special articles, editorials, and cartoons published by one of our best and most patriotic dailies, *The Montgomery Advertiser*.

The first of the bulletins to be published was "Alabama's Public School System—A Comparative Study." This bulletin made, first, a comparative study of the efficiency of the Alabama schools with those of other States and of the United States as a whole. The second part of the bulletin offers nine tests of school efficiency and applies them to

the several counties of the State. The nine tests are: enrollment, attendance, length of term, annual expenditure per pupil for teachers' salaries, teachers' salaries, grades of teachers' certificates, pupils per teacher, per capita value of school plant. The second of the bulletins consisted of a dialogue between "Mr. Honest Voter" and "Squire Plain Truth." Mr. Honest Voter makes the inquiries and raises the objections against the amendment that are commonly heard among the people. Squire Plain Truth undertakes to answer these in the language of the plain man.

The Montgomery Advertiser has kept up a constant fire of argument, exposition, incident, and cartoon. Its editorials have been statesman-like and convincing. Its cartoons have been clever in conception and artistic in design and execution. Editor Sheehan is due the profound gratitude of every friend of public education in the State of Alabama. *The Montgomery Advertiser* was only more effective and zealous than other State dailies, for all rendered effective and loyal support.

Agriculture and the Rural District Teacher

S. G. RUBINOW,
Assistant Boys' Club Agent.

THE teaching of agriculture occupies a peculiar position in the mind and vision of the rural teacher. The position is paradoxical. Brilliant speakers, interesting journalists, and inspirational teachers laud the opportunities to be found in rural schools, eulogize the few successful examples of the teaching of secondary agriculture, and create an emotional wave of interest whose crest is short lived. States enact laws making the teaching of agriculture in the rural schools compulsory and obligatory. Educators and pedagogues insist that agriculture shall be taught. Committees draft courses of study outlining rural curricula, containing numerous suggestions as to what should be taught. One side of this kaleidoscopic lens is rosy, casting an optimistic hue upon every phase of the question.

And the other side of the lens depicts honest gloom. The institutions which prepare rural teachers for the successful teaching of secondary agriculture are rare and scarce—the exception and not the rule. The bewildered course of study, dragged about until it is no longer recognizable, is still awaiting the hand of a master mind to give it uniformity, feasibility, some degree of application and practicability. The assertion (and I agree with it) that “The assumption that a woman cannot teach the elements of agriculture—not farming, mind you, but simply the scientific truths that have practical application in farming—unless she has been a field hand is absurd,” is, nevertheless, being opposed by thousands of trustees and boards of education composed of practical farmers, who look at things from a different viewpoint. And the absolute lack of equipment, which is just as necessary for the teaching of agriculture as the text-book is for Latin or as the laboratory is for chemistry, caps the climax on the bewildering situation in agricultural education.

As I indulge in this bit of retrospection, there comes to my mind a picturesque scene, in which I participated a year ago, that illustrated the very thing I am trying to say. A number of workers in education were attending a teachers' institute in Central West Texas, where five counties had united in a joint meeting, as a part of a circuit, in order to insure a large attendance. The program for the week was arranged in a way that would allow the institute lecturers to travel in circuit form, two workers being present at each meeting each day. Dr. E. A. Winship, of Boston, the editor of the *Journal of Education*, and I were traveling companions, and divided the day between us at each institute. The doctor was discussing the general, broad phases of rural education and giving the audiences a rare treat with his evening lectures on “Personality,” “Getting Into the Game,” and his other inimitable gems. I

was presenting the practical features of agricultural education, illustrated by actual demonstrations with live stock and other farm material.

We came to Brady, Texas, the last day of the institute. Our coworkers had already preceded us. Dr. H. T. Musselman, editor of the *Texas School Journal*, had been lecturing on "The Boy Problem"; Prof. W. E. Davis, of the University of Texas, had been urging "Consolidation" as the only educational salvation for the rural community; Institute Leader L. V. White had stressed the problems of organization and administration. The rural teachers had had a full day of it.

The meeting was held in a large tabernacle, in order to accommodate the big crowd of teachers, reinforced by townspeople, who had come to hear Dr. Winship. The place for the meeting was distinctly embarrassing to me, because I had to illustrate my lecture with a thoroughly alive dairy cow and a pugnaciously hungry lard hog. I was afraid that the presence of these animals in church would not be appreciated either by the pastor or by his flock. When the situation was squarely presented to that broad, rural-minded minister, he not only acquiesced, but eagerly accepted this opportunity of affording his fellow workers some practical lessons in agricultural education. We fell to the task.

At the close of the day, when the tired but happy group of teachers were preparing to go home, happy because the institute week was over, and tired and weighted down with all they had absorbed, one of the younger and more timid teachers cautiously approached Dr. Musselman and thrust into his hands a paper upon which she had been idly sketching while listening to the speakers. The drawing was a cartoon. The stage was the pulpit. The actors were the lecturers and their bovine and gluttonous assistants. Each actor was fiercely advocating his theories, strenuously advocating his policies, urging every teacher to do this and to do that, exploiting the field of service, opportunities, and reward. And down on her bended knees knelt the poor, overladen, exhausted rural teacher, her hands clasped in prayer, a halo of bewilderment and astonishment about her head, her lips moving fervently, crying out in terror and anguish, "O Lord, help me hold it all!"

This is a practical age, and we must look at things in a practical way. There is more room today for action than there is for philosophy. Programs that appear nicely on paper fail, sometimes, to work successfully when applied in the real situation. Advice that cannot be followed has lost 99 per cent of its efficacy, even though its construction is correct. We must place suggestions in their proper perspective. We must advise teachers to do the things that we would and could do were we placed in their positions and confronted by their difficult problems. To advocate a method behind the roller-top desk is one thing; to place that method in execution is quite another task.

I was writing a bulletin a short time ago which I thought would clarify and relieve the situation for rural teachers. It consisted of a

series of experiments in agriculture, to be worked out at school, in the field, and at home. My colleagues said the material was presented logically, simply, and in a practical way. It was simple enough to be understood and followed by the teacher who was not trained to teach agriculture. It was interesting enough to appeal to boys and girls in rural schools; at least, I thought so. What was there to prevent its universal adoption and usage?

Just one bare fact. I was called out into the country, to make a county-wide campaign, in coöperation with the county superintendent, in the interest of more and better agricultural teaching. We traveled for a week, stopping at the various schoolhouses, addressing the pupils, conferring with the teachers, meeting the trustees and patrons, giving demonstrations, arousing interest. During that week's work I saw more schoolhouses that lacked blackboards, chalk, models, adequate desks and benches, and even glass in the windows, to say nothing of even the slightest amount of working equipment for the experiments that I had devised, than I had imagined could possibly exist. I hurried home and tore the manuscript into shreds. It was not applicable.

It is not my purpose, in this hastily prepared article, to darken the hopes and prospects of rural teachers for successful agricultural teaching. I yield to no one in my belief and support of agricultural education. I have given some of my best years to the study of and work in agricultural education, in its broadest sense. And I expect to continue this work. I believe in it. Every one in the South should believe in it. For a good many years to come the South in general, and North Carolina in particular, will be agrarian in character. Farming and live stock will be the South's greatest assets. Cities will come to depend upon their farming neighborhoods for support and prosperity, as they are already doing in many instances. There will be a large emigration of agriculturally inclined people to the South, from war-ridden Europe, who love the fields and crops, live stock and machinery, who will inculcate their ideas and ideals into the schools and communities of the South, just as they have already done in the Middle and Northwest.

The Southern rural teacher will celebrate the entrance of the era of successful teaching of agriculture, when five definite things have been accomplished, to wit:

1. A successfully inbred, inherent love for that kind of work on the part of the teacher.
2. Enough training schools of the right type to furnish and supply that kind of a teacher.
3. An appreciation of the value of agricultural teaching by trustees and patrons.
4. Enough equipment, with which to successfully teach the subject.
5. A remodeling of the modern curriculum which will allow ample time for the correct teaching of agriculture. Until these accomplish-

ments have been brought about, secondary agriculture will maintain its phantom-like race toward the goal of recognition, touching a school here and there, making converts and losing support, a nomadic type of indefinite education.

How to solve these problems is indeed itself problematical. People will do best the things they love most. What method of approach should be used to convince the average city girl, going to the country to teach, that the teaching of agriculture is not smacking of filth and dirt, hard and coarse work, uninteresting and dull labor, I cannot definitely say. Teachers must like to teach agriculture, with many of its superficially seeming unpleasanties, if they are to make a success of the subject. I was giving a dairy cow judging demonstration one day, before an audience of teachers assembled at a teachers' institute, when the cow gently placed her foot on mine, stubbornly refused to take it off, and proceeded carefully and in a painstaking manner to lick me from head to feet. "How horrid and loathsome!" exclaimed the teachers. "How beautiful and devoted!" thought I, although I had on my best suit of clothes; "she has taken me for her calf."

To those teachers who see in the gentle, refined, cultural teaching of agriculture a loathsome, horrid, filthy work, just because it is associated with soils, plants, and animals, I would like to say that a survey of the communities in which they teach will demonstrate the fact that the splitting of the wood, the feeding of the pigs, the management of the poultry yard, the milking of the cows and the making of the butter is not done by the men, but by the women of the farm. What an inspiration to the rural school teacher for service and work, in lifting the load!

So long as a majority of our schools conform to traditional methods of education, with regulations and restrictions pertaining to college entrance requirements, just as long will our schools graduate scholastic products that are not, temperamentally, at least, suited for rural teaching. It is not within the province of this article to debate the question as to whether or not the study of dead languages is materially helpful to any but professional philologists or teachers of these languages. It is not essential to know that "agriculture" is derived from "*ager*" and "*cultus*." It is absolutely necessary that one be rural-minded and agriculturally informed. And so our training institutions must reorganize their own courses of study, must teach the things they expect their own students to promulgate when they go out into the country, must link up the sciences and social teachings with the type of life found in the "open country." The outlook is very optimistic.

Out in one of the Western States some progressive individual advocated legislation that would make it compulsory for a candidate for the State Legislature to be a college graduate, so that, in event of election, he could intelligently pass upon appropriations for educational institutions. The advocated measure may be far-fetched, but it has some good

qualifications about it. Until patrons and trustees appreciate the value of an agricultural course in the rural schools, nothing much can be done toward constructing a permanent foundation. This inner problem is itself paradoxical. Farmers will not believe in the value of teaching agriculture, because they do not think it is sufficiently practical. Unable to obtain the support of trustees and boards of education composed of farmers, rural teachers cannot make the subject vital, tangible, or of value. The problem will be solved through the slow process of general education, with the result at the terminal of a long series of complex and puzzling labyrinths. The responsibility rests upon the shoulders of those who are interested and who care.

Agriculture cannot be taught without equipment. No matter what the training and scholarship of the teacher may be, irrespective of the kind and number of degrees that the teacher may possess, the science and art of agriculture demands that in the teaching of it a certain amount of equipment shall be used. And that thought in the methods of teaching agriculture has become so definitely established that most of those who are in a position to know agree in saying that good equipment is necessary. I feel, personally, that the day of teaching agriculture by using broken bottles, old paint buckets, and the eclat of the scrap heap and rubbish pile is a thing of the past. In its way, the successful teaching of agriculture demands good equipment, just as much as the teaching of sciences. Where and how to get equipment is a problem that I am not prepared to answer. A teacher possessing a strong personality can do a great deal in solving this problem, which would be beyond the resources of the weak teacher. This resolves itself into another plea for the proper types of training schools from which to graduate properly trained teachers.

And lastly, the modern rural school curriculum must be reorganized so as to allow ample time for the teaching of agriculture. Turning the agricultural text-book into a reader is not teaching agriculture; nor can the testing of seed corn be taught in ten or fifteen minutes, in compliance with the time schedule of the overcrowded program of the rural school. The best work in agriculture cannot be done in schools which are lower in the scale of equipment than the three-teacher school. In all probability, this problem will resolve itself into a coöperative struggle for consolidated schools and the teaching of agriculture; once more must it be pointed out, however, that the successful outcome of this educational process depends upon all of the other factors with which the subject is associated.

To the ambitious rural school teacher, eager to serve and work, but groping blindly in the dark, confronted with problems that afford no apparent solution, there is one source of relief. It takes a courageous teacher to grasp this straw, but it's worth while to be saved. It means exchanging places with the pupil, letting the pupil do the teaching, and

absorbing the information so necessary for the work. The only practical supplement or substitute for those problematical factors which I have enumerated which is productive of results and which is conducive to accomplishments is Agricultural Club Work, organized and administered by the United States Department of Agriculture in coöperation with the agricultural colleges. It is not within the scope of this article to discuss Agricultural Club Work; it is sufficient to say that club work has succeeded where all other attempts have failed.

A word of consolation is due the ambitious rural school teacher, struggling under handicaps, faced by bitter problems, unable to secure any aid or encouragement. The most difficult feat on earth is the securing of human interest; once secured and held, it is the triumph of a lifetime.

Some Phases of Special Grade Work

MAUDE F. ROGERS,

Special Class Teacher, Durham City Schools.

SINCE special grade work is so new in our State, I feel that it is in order to explain the different types of children found in a special grade and how the work of the grade fills a long-felt need in our schools.

In almost all schools are found children who do not "fit in" with the regular work; in other words, we may call them "*misfits*." Among these we find the very bright or precocious child, the incorrigible, the very dull and mentally deficient, the physically deficient, and the child who is retarded because of change of school or because of lack of educational advantages derived from home.

Every bright child is not precocious. It is the very bright or brilliant boy who may be termed *precocious*. And, really, when we study the question more we become convinced that it is almost as bad to be too bright for our environment as it is to be too slow. Of the two extremes, probably the slow pupil is better off. The bright child learns so easily and so quickly that he is never supplied with enough work in a regular grade; yet if we push him too much, there is danger of insanity. Our duty is to find the "happy medium" for him, and this can be done to the best advantage in a small class of children where he can be studied from every standpoint.

A precocious child in an ordinary grade is liable to become incorrigible because of lack of work. It is a case of the "idle brain" and the "devil's workshop." He soon finishes the work assigned and then has plenty of time for mischief. This annoys the teacher and the other pupils to such an extent that he becomes a very undesirable associate. Then, too, among the incorrigibles are found the truants and other disciplinary cases. We are glad to find so few incorrigibles in the Durham City Schools. In large cities this class of children is put in a grade to themselves where they are given much handwork and other interesting things to do. The main work of this class is the formation of proper habits of conduct.

Among the "misfits" are found also the very dull and mentally deficient children. We find these unresponsive to instruction, irritable, oversensitive, or apathetic. They become conscious of the difference between themselves and their companions and soon become so discouraged that they stop trying. Then come days of annoyance for the teacher and of unsatisfactory work on the part of the pupil. Time drags on until this type of child stops school and becomes a menace to society. Many of our criminals belong to this class.

When the mentally deficient or dull child is sent to the special grade, he is given instruction in handwork and in other work which he likes to do. Many times we find that these pupils can do beautiful handwork. The very fact that they can do something well makes them try harder to succeed in other school work. It is needless to say that they are happier in a special than in a regular grade, for there their "long" points are trained and their deficiencies are not emphasized.

In addition to these types, we find the physically deficient in special grades. The school nurse or physician can aid much in dealing with this class. Last year I had two pupils in my special class who were in a very poor state physically. One, a boy, was a paralytic, who had poor muscular coördination. He could never finish on time a task assigned in the regular grade. This defect caused him to become so discouraged that he did not enjoy his work. Then, too, he was slightly deaf and, of course, this handicapped him. By his work in the special class he became encouraged and gained so much confidence that his work improved wonderfully. He was allowed to finish his tasks an hour early and was advised to spend this extra time in outdoor exercise.

The other, a girl, was extremely nervous and her general condition was very poor. She was given short periods of work and time for outdoor sports. Her whole attitude towards school changed for the better.

Add to these types the child retarded for other reasons, and you have a group for special class work. There are various reasons for retardation besides mental and physical defects. One of the chief reasons is change of schools. Today I have three pupils in my special class who are trying to adapt themselves to our school system. They are behind in one or more subjects, and as soon as this work is made up they will be placed in regular grade work.

To this retarded class belongs the backward child; and many times we find a backward child who makes a brilliant, or, at least, a very successful citizen. Because of repeated absences, probably, he has fallen behind his class and gradually he has lost interest and faith in his ability. Then careless, slipshod methods of study begin. To this class belongs the majority of those in our special classes in Durham. These pupils are older than the other members of their class and have become so discouraged in many instances that they do not care what becomes of them. Imagine a girl of fifteen in a class with twelve-year-olds, and try to see how pleasant it would be for her. The country boy or girl is often placed in this position when he enters a city school. No wonder he becomes discouraged and is ready to stop school upon the slightest provocation.

In small towns and cities where special grade work is new, we find all these types of children grouped together in one special class. It is needless to say, however, that this arrangement is not very satisfactory, for the slow child gets discouraged if he sees some of his friends making so much more headway than he.

In large cities, on the other hand, each type is put into a class of its own, and we find the special schools.

To say that special grade work is interesting is not putting it strong enough. Approached in a sympathetic way, it is fascinating in the extreme. The study of individual children; the study of their weak points and their strong points; the working out of ways of strengthening their weak points, and the encouraging of a development of their "long" points is a work well worth while. One of my chief duties as a special-grade teacher has been to encourage pupils who have lost faith in their ability. Another has been to try to establish habits of industry and do away with carelessness; and still another has been to give pupils independence. I try to make a pupil feel that with him rests the responsibility of success or failure in his work.

Just as soon as a pupil shows himself capable of doing regular grade work he is restored to this work. Many special grades are spoken of as restoration grades.

At no time does the special grade have more than fifteen pupils, and yet during last year more than forty pupils received instruction in my special class. Some of these came for just one subject, taking the other work in regular grade.

The following are some of the most interesting cases coming under my supervision:

a. Margaret, an overgrown country girl of eighteen, was taken from a sixth grade where she was barely passing the work. She was very sensitive, and resented being in a grade with children so much smaller and brighter than she. I found that she was especially interested in sewing, so I arranged for her to have six periods of sewing a week in the Domestic Science Department and work in English, mathematics, spelling, and writing in the special grade. She was encouraged as much as possible. In less than a year's time she did more than the sewing required for first-year high school work and made excellent grades on this, too. Her other school work improved and she was recommended for the Special Domestic Science Course for this year.

b. Herbert, age sixteen, overgrown and awkward, was found in a sixth grade. He, too, was doing poor work. His reading and spelling were worse than those of a fourth grader. And careless—well, he was the most careless pupil I ever saw! He told me one day that he liked to use tools and wire houses. I succeeded in getting four periods of shop work for him. He seemed to take a new lease on life immediately, and did excellent work in the shop. He was so appreciative of my interest that he wanted to make articles for me constantly. His other work improved somewhat, but his talent in handling tools is so evident that he has been given still more shop work this year.

c. Minnie, a girl of fifteen, was reported as a worthless pupil. While giving her the Binet-Simon test I noticed how quickly and eagerly she

went about the drawing test. Upon inquiry, she told me that she liked to draw better than to do anything else. I asked her to copy several sketches and found that drawing was her one talent. At present she has work in the fundamental subjects in the special grade and two periods a day of drawing in the Art Department of the High School. The art teacher reports good work. She is doing well in her other work, too, and seems so much happier in her work than she has been formerly.

These are a few of the many interesting types which come under the supervision of any special grade teacher. As has been shown, the advantages of the special grade plan are many. The precocious child finds enough work to keep him busy; the incorrigible boy is taught noble ideals; the dull or mentally deficient pupil's life is made happier and he is trained to become a useful member of society and not a menace; the physically deficient child's health is improved; and the stranger within our midst is encouraged and helped to adapt himself to new conditions.

The avenues of approach and development in the handling of these children are numerous and tax the ingenuity of a teacher; but when the teacher realizes the greatness of her work, she becomes enthusiastic and finds that here, too, the old adage, "Where there's a will, there's a way," works out, and so she is able to handle cases that had seemed almost impossible.

Checking the Waste

ANNIE RAY.

SOME years ago a few people awoke with a start to tell us that our national resources were being rapidly wasted, and that something must be done to check the waste and to protect what was left. Our own fathers sigh when they think of the timber they have destroyed and when they toil to build up the land that they by careless agricultural methods have impoverished. Today, any intelligent citizen wonders how they could participate in such careless, thoughtless destruction for so long. As this has come home with such force, it may be well for each of us to find out if we are seeing all that we should, if our eyes need to be opened to something not of equal but of much greater importance—the fact that child life is being wasted.

No one is likely to deny the statement that the child is the most valuable of all our resources. For him, and to be conserved by him for future generations, all others exist. For some time we have realized how important it is to guard and protect the health of the child. This is a large field for the person who really means to do something, but the one that needs to be most thoroughly tilled now by the teacher is the conservation and proper guidance of the child's mind. What can begin to compare in importance with this? Properly trained, it will take care of all others. Even the consciousness of waste is due to the mind.

Is this idea of conservation too abstract and intangible for the average teacher to consider? Can she have an understanding of what it means and strive to develop properly the minds intrusted to her care? Indeed she can, and, to be what is going to be demanded of a teacher in the future, must. She must know something of child nature and what can and should be done with it. Growing out of this, she must have some ideal, some aim. Any one who stops to think knows that the lack of such a definite aim has been our great trouble in the past, and is evident today. Setting out for no definite purpose, we naturally accomplish little. Proper conservation of the child, giving him what is best, guided by the best we can get by means of intelligent study, is not too great an aim for any teacher.

Just how can we understand this little child? How many of us when we see a group of these eager, spontaneous little creatures, would like to see the wheels go round within their heads, to know just how they see things and what they think? Then, perhaps, we would know what to do. No longer are we to consider the child's mind a blank page, as did Locke, but we are to consider it one covered with tendencies and interests. The problem for each teacher is to find a way to use these and to turn out at the close of his school life a child still eager and buoyant, rather than one, as Booth Tarkington pictures in one of

his Penrod stories, who, having endured all he can by Wednesday of each week, is driven to a fit of "Wednesday Madness," in which he simply must explode. Just how we are to handle this is no easy problem to solve.

We know what our forefathers did. They attempted to make a grown person of the child as soon as possible, and taught reading, writing, and arithmetic without much regard to method. On first thought, it would seem that they had an easy time as it was not necessary to bother with much that we are burdened with today. In reconsidering, we realize that this must have been a very dull and lifeless process. Its results we know. Compare these with what might have been if an effort had been made to make use of the child's natural tendencies and to cultivate a real desire to learn. The results here would have been a person with good habits and power to develop himself.

Now this does not mean that the teaching of reading, writing, and arithmetic should be discouraged. Far from it! Whatever is said, we must devote most of our time in the primary grades to these subjects. The mistake has been that we have regarded them as ends rather than means. They are only useful as tools to be used in child development. What value is there in reading for itself? When we think of it as an instrument with which we get pleasure or information it is quite another matter. The point after all is, can we not appeal to the child's interests and at the same time teach more effectively these essential subjects? Thus we should expect much more enthusiasm and better expression in reading something about which the child really cares than when we read such stupid sentences as, "She sat on the mat." Many things are more interesting to them than this silly girl who forever sits on a mat. Again, we need not expect wonderful interest in long lists of words to be sounded or learned at sight before they come into the child's life in some interesting way. Of course, the child must have a means of gaining words for himself, but I wonder if we do not sometimes overdo this side of the process. Chubb says, "The child will leap many a forbidding word-fence if he is genuinely interested in the subject-matter." There is likely to be more interest in learning *sat* in the sentence, "Goldilocks *sat* in the Wee Bear's Chair," than in learning it as an abstract word. Let us realize that when a child is not making proper progress we usually need to increase the interest rather than the drill. The battle is more than half won when the child really desires to learn.

The child comes to school with a number of interests which if rightly appealed to make school work a joy. He naturally wishes to find out many things, and is even capable of being interested in music, poetry, and art. How many, I wonder, bear a grudge toward certain teachers and school systems because they did not get an appreciation and knowledge of good literature? How many, though they spent much time in school, have nothing that will take the place of it? Many of us care for only a few things when there are so many that should be enjoyed.

He who gives a child a new interest in something good or preserves an old one is his friend. It should be the privilege rather than the duty of teachers to teach something really worth while, through it gaining material for these essential subjects—reading, writing, and arithmetic.

Unless we are seeing that the child forms good habits we are not using his time in the right way. Much is being said now about habit-formation, but many of us are not taking it seriously. The value of habitual honesty, truthfulness, cleanliness, and neatness can hardly be estimated. Just what the value of habits of self-control and of regard for others is few of us realize. A visit to a disorderly room, in which the children have no regard for these virtues, should convince any one that the school owes the formation of good habits to the child.

Sometimes it seems that the teacher is preached to so much, has so many duties to perform that it is impossible to do anything. Perhaps it is this that has led to an over-conservativeness on their part. They are skeptical of anything that they have not tried for fear it will be called a *frill*. If love of good literature, good habits, and healthy child-like activities are frills, let them come. Educational views are changing, and we know it. Why, then, should we doubt everything? We only need a viewpoint to the child's advantage, intelligent study, and common sense to guide us.

Again, it seems discouraging when we see so much written for us. Journals swamp us with suggestions. When we get the proper viewpoint we can then choose from these the ones that contribute to our aim. We need to see such possibilities, even in the ragged urchin, that he becomes to us more beautiful than anything around. We need just such a genuine respect and love for childhood as this. When we get this, educational literature will mean more, will be something of real value. Many conscientious teachers read educational publications from a sheer sense of duty, never getting much from them. When they are read as a guide or for enlightenment, the reading becomes a pleasure, for there is a real motive behind it.

What is the ideal product of this aim? It is the child who at the end of his school experience is still eager and buoyant; is resourceful; is independent; can be allowed privileges without abusing them; has considerable information; appreciates, at least, some good things, and has enough interests to cause him to grow.

Of course, we cannot reach this ideal at once. It will take time and unceasing effort to approach it. The fact that there are still a few little children in our own country who, outside of their recitation periods, have nothing to do but swing their feet and develop habits of idleness, is enough to cause some one to take their part. The idea is not to discard the good in our school work but to make it appeal to the child as never before. May the time speedily come when our results will be measured not alone by the amount of subject-matter given, but by its effect on the mind of the child.

Teaching as a Career

FRANK M. HARPER,

Superintendent of Raleigh Graded Schools

EVERY year the teaching ranks are depleted by marriage or other causes, and new recruits have to be trained for service in the public schools of the State. The selection of these new teachers is a grave responsibility and school boards have in most cases wisely delegated the responsibility to the professional supervising staff. The superintendent who assumes this responsibility must exercise discriminating judgment in order to secure those best fitted to train the boys and girls of the State. He must not be lacking in courage in rejecting applicants whom he knows to be unfit. He must remember that the purpose of the public schools is to educate the children, and not to give needy young women or those with prominent connections positions in the schools.

Teaching is both a science and an art, and much training and experience are needed by those who hope for success. There must be a definite standard of requirements. No teacher can hope for even moderate success who is not well endowed mentally. Supplementing this mental endowment should come both academic and normal training. The teacher's equipment does not end here. To keep abreast of the times, she must attend institutes and summer schools continuously at her own expense. To inspire the boys and girls whom she teaches, she must do a reasonable amount of traveling, and must appear well in manner and dress at all times. The public, which is becoming more exacting year by year, demands more of teachers than ever before. She must be physically strong; the schoolroom is no place for delicate women. She must know much about boys and girls. Patience, self-control, and unflinching courtesy must be second nature with her in dealing with pupils and patrons. Finally, she must find real pleasure in her work. No one ought to undertake to teach who does not enter into the work wholeheartedly.

The obstacles in the path of the young teacher are many. She is employed at the most only for nine months of the year, whereas her expenses continue through the long vacation. Teachers are the poorest paid of all public servants. Teaching is a nerve-racking business and far too often leads to physical break-down. Teachers will find in every community certain nagging, fault-finding patrons, who, though comparatively few in numbers, have a way of making themselves painfully in evidence. In some communities there is the constant anxiety hanging over the teacher of uncertain tenure of office and a growing danger from local politics.

In spite of these obstacles, teaching has its compensations. The teacher deals with youth, radiant and wholesome; with boys and girls at the enthusiastic period of life. Constant association with these young people tends to keep the teacher youthful in spirits. She lives in an atmosphere of books amid cultured surroundings. She has leisure for study and self-improvement. Above all, the crowning joy of the teacher's lot is the numberless opportunities it gives of ministering to the boys and girls confided by trustful parents to the teacher's care. Many a boy or girl has been started on a successful career through the efforts of some strong and forceful teacher.

To attract men and women of the first rank into the teaching profession is the gravest problem now confronting the public schools. Men teachers have disappeared almost entirely from the elementary schools. Only in the high schools do we find men engaged in this work. Unless conditions improve, the time will soon come when there will be no men at all of the first rank in the schoolroom. The plumber, the brickmason, and the carpenter are better paid than the average public school teacher in North Carolina. The teachers must be better paid if they are to live on a scale with the public demands. The efficient teacher's tenure of office must be more certain. The standard of requirements must be high enough to protect the boys and girls from the inefficient. Promotion must be based on merit and not on term of service. The schools must be kept out of politics. School boards should exercise the greatest care in selecting the superintendent, and when he has been tested and found worthy, the responsibility of running the schools should be left largely to him, especially in all professional matters. They should counsel and advise with him at all times but should never hamper him with needless interference. His ability to serve them directly and the public indirectly depends entirely on the support they give him in time of great need. The National Education Association has placed itself on record in favor of electing the superintendent for a term of "not less than three years," in order that he may have time to justify before the public any new policies he may inaugurate. Teachers who have been tried and found efficient should be guaranteed their positions so long as they give satisfactory service. Teachers' pensions should be established everywhere to rid the schools of those too old to give the best service and to relieve the minds of teachers from unnecessary worry over their financial future. The nature of the teacher's work cuts him or her off entirely from business opportunities. The interests of the boys and girls must be his or her first consideration; his own interests must come second. The teacher who succeeds in business ventures does so by neglecting the interests of the boys and girls whom he undertakes to teach.

In conclusion, let me add that there never has been a time in the history of the State when the people seemed more willing to be taxed to support the public schools than at the present. There never has been

a time in the history of the State when the efficient teacher was held in higher esteem by the public than at the present. This more liberal policy and greater appreciation of the public is filling the minds and hearts of the teachers with determination to study at the great universities during vacation months, and to make sacrifices in order that they may have a part in bringing about that day when North Carolina shall take first rank as to the intelligence of her people.

School Credit for Bible Study

There is no statute in any one of the States which specifically forbids the reading of the Bible in the schools, but court decisions have ruled it out in nine States. In most of the States, however, it is customary to include Bible readings in the opening exercises. Of course the reading is given without sectarian comment. State Superintendent Shawkey three years ago included certain books of the Bible in the reading course of the teachers—the Teachers' Reading Circle Course—with good results.

There is a movement on foot, also, in a number of places to make Bible study a part of the high school course. Oregon has such a plan, South Dakota adopted a list of Bible stories into its high school course, and Colorado has laid out a rather ambitious scheme of such study. The scheme provides a four-year elective course of Bible Study adapted to the advancement of the high school pupils, and conducted by the churches under the instruction of qualified teachers, academic credit being given for the work done. Doubtless, this plan was suggested by the religious feature of the Gary School system.

Why might not West Virginia high schools include Bible study in their courses? The work would be accepted for admission to the State University as Bible stories are a part of the material enumerated in the English requirements for admission. The fact is that Bible readings here, for a number of years, have been regularly listed among the English studies suggested for college entrance requirements by the association of secondary schools.

Without considering the religious value of such study, it should never be forgotten that the English Bible is the greatest classic in the English language, that it has influenced the secular life of English-speaking people most powerfully. Its influence through hundreds of years has been felt in their language, their literature, their moral standards, indeed, in all things that go to make up their complex national life and character.—*W. Va. School Journal*.

Success Through Using Instincts

NELLIE MAUPIN.

WHY are you a success, or why a failure? Do you know? Instincts are the basis of human conduct, and these can be relied on to bring the results you want just as surely as any other law of nature. Instincts are inborn tendencies and do not have to be learned. Fighting, teasing and bullying, curiosity, manipulation, rivalry, collecting, physical activity, love, and so on, are instincts. Let us see some of the ways in which one may use instincts and succeed, while to disregard them means failure.

In one town two different men gave a lecture on typhoid fever. The one ignored instincts, the other used them. Dr. A aimed to give knowledge, so that the community would understand the cause and spread of this disease. He had a few stereopticon views, which he showed as he explained: "This man and his two children had typhoid, which they got from drinking impure water from this well. It was so shallow that the surface water from a near-by barn seeped into it, causing the three to have the disease. Here are five people who contracted it from this dairy. Again, fifteen in a town were infected because they had been drinking water from a small river that contained typhoid fever bacilli.

"If this town is to get rid of typhoid there must be no garbage or filth left around which contains germs. The wastes from the bodies of those having typhoid are to be carefully disinfected and buried, in order that flies may not spread the germs."

As the people left the hall they discussed the lecture, but the next morning the daily routine continued as it had been, even in most of the homes of those who heard the lecture. A housewife said, "I ought to shoo some of these flies out, for they may carry typhoid, but I just haven't time now as I promised Mrs. Archibald I would help her do some shopping today."

That was the end of it. There was no attempt to clean up garbage or to get rid of flies, for no feeling was aroused, no instincts were touched. The doctor did not give his talk so as to cause his hearers to want to clean up. There is no instinct in human beings which makes them keep the community sanitary, "lest they die."

Four years later there was a bad epidemic of typhoid. The State Board of Health sent Dr. B to give a lecture which would awaken the people, in order that such a misfortune would not again overtake them.

Stereopticon views are shown. The audience sees a dairy. The milkers are dirty, the barn is not well kept, flies get into the milk, and the man takes them out with his dirty fingers.

One lady whispers to another that such conditions were awful; however, they think they are lucky, for they know their dairy is clean.

Another dairy is shown. Here is a clean-looking man dressed in white, sitting, milking a cow. His hand is shown. It looks clean, also. Now, one finger is shown much enlarged, and there under the nail is a lump of offensive looking substance, which when examined was found to contain germs.

He is a typhoid carrier; that is, his system contains typhoid fever germs, though now he has not the disease, but the waste from his body contains these germs, which in some way got under his finger nail. When he washed his hands he was not careful enough about scrubbing and cleaning this matter out, so, as he was milking, some of the dirt and germs got into the warm milk. The milk was sold to the public, and about half of the people supplied from this dairy contracted typhoid fever, the lecturer explains.

A surprised look passes over the faces of several women. Have they been drinking milk containing germs? Oh, the filth under that man's nails is sickening!

Another picture shows a grocer carrying in his arms a load of bread from a wagon. The bread is unwrapped and is held against his dirty apron. It is put into a case which has a broken door. The flies swarm over the bread. A customer appears, asking if the bread is fresh. The grocer produces a loaf, which she squeezes with a dirty looking hand. The grocer squeezes it but puts it back, for the woman selects another loaf. This squeezed loaf is shown again much magnified, with its small indentations made by the fingers, which the doctor says were found to contain germs. The person buying this loaf got the dirt and germs to eat.

Here two little women leave. They can't stand to hear this any longer. Their grocer does just as this one, and they are sick now to think of what they have probably been eating. The audience is restless; they look disgusted and appear to be on the verge of anger.

The doctor continues: "The alleys, stables and garbage heaps in this town are about the worst I ever saw. The flies are more numerous and happy than in any other place in this State."

He flashes on the screen an alley scene with flies swarming over all sorts of filth. One block from this alley is a beautiful residence street. The kitchen of one of these homes is seen. The cook stands in the door with the screen door open, talking to a delivery boy. The flies are swarming in. Two flies light on a bowl of salad and walk around, and one falls into the pitcher of cream; dozens crawl over some slices of boiled ham. Soon the cook lifts the fly out of the cream and shoos many off the salad and meat. Who will know the difference? The things look the same. Are they? Much magnified are shown the tracks and filth and germs.

"This is what many people eat three times a day," the doctor tells them. As the audience leaves, they talk about making Bill Barker clean up his store, inspecting the dairy, cleaning up the alleys, and killing flies. Every one is mad and disgusted enough to go to work.

"What a different place some folks can make of the same place." One month made the difference. Alleys clean, grocers careful to keep germs and filth from food, dairies inspected, and flies scarce.

What caused this change? The doctor knew how to put up his lecture so that the people would have to act. He knew the mechanism of human beings. In appealing to the instincts of avoidance and repulsion, he produced a change in habits of living. The aim of this lecture was to anger and offend even to the extent of making some women sick. When these instincts are awakened the only way to get satisfaction and rest is to clean up and get rid of all offensive things.

Probably no one pays more attention to human conduct and its laws than advertisers. Just knowing about a certain soap does not cause one to buy it. The success of its advertisement lies in the fact that the interests of all are appealed to. The pictures make one associate the soap with the kitchen, the bathroom, the bedroom; in short, when you think of soap, you think of that particular soap.

A boy does not like to be considered dressed up. He really likes to be dirty and shabby. One merchant saw a chance to use this. His advertisement read: "Boys, you don't want to be dressed up. You want good material, simply made; just like all boys are wearing." The result was this merchant supplied most of the boys' clothing, while the merchant who advertised "the latest fashions for boys" was carefully shunned. Those who get up advertisements know that by studying and appealing to instincts their pockets are filled with money.

Instincts are appealed to in all organizations and clubs that succeed. People feel pleasure just from being with other people. This instinct, gregariousness, is the basis of all organizations, though other instincts may play a large part. In the B. Y. P. U. and Epworth League the instincts of rivalry, display, ownership, sex-attraction, and the like, all assist in making these organizations a success. The eating instinct is not to be ignored, for through this appeal School and Civic Leagues can be made to run much more smoothly. Nothing so limbers up and takes the chill from one's heart as a dainty bit to eat.

Even the occupation or profession which you choose is determined more or less because of instincts. For instance, women can often make much money traveling for business firms, yet there are few women who enjoy such work. The reason is that the maternalistic instinct is usually the most dominant in woman, and such work does not afford any pleasure for this instinct. Women have only recently become nurses, yet this is now mainly a woman's profession. Why? It makes a strong appeal to the maternalistic instincts. Women naturally enjoy relieving

suffering. Traveling and selling goods appeal to the fighting instinct which is dominant in men; consequently, men delight to meet the difficulties of the road and conquer them.

The lazy, good-for-nothing man who won't work, but hunts and fishes all day, is only a victim of his instincts. Hunting and fishing are strong instincts in men, and, while these were once needed to support his family, they are now a drawback to him. When these instincts are so strong that they must be satisfied, some work should be found which will satisfy them. This man may make a good detective or policeman.

We often hear it said that success is due in a large measure to personality, yet personality is in no small measure due to the instinct of display. This causes one to hold his head up, to walk erect, and to appear sure of all he does.

Ability, then, is seeing how an appeal may be made so that results must come. The person who can decide what results he wants and how to appeal in such a way as to get these is a success.

Community Building Through Story-Telling

MAUD BARNARD

A STORY is told that once in the far East lived two brothers, both of whom were farmers. The older brother with his family owned many broad acres. The younger brother, who was unmarried, lived near him on a small farm.

The harvest time came and in the two fields the wheat was garnered. The younger brother looked at his field and reasoned to himself: "Yes, my brother does have more than I, but his family is larger and he has greater needs. I have only myself to look after," and he went by night and carried sheaves from his field and placed them in that of his brother. On the same day the older man glanced over his fields. Never had the harvest been so bountiful. "Still," he said, "with my growing family I shall have need of it all." Then he looked away to the meager fields of his brother, and mused: "He is my brother, and so young! It is true that he has only himself to look after, but somehow I have always felt responsible for him"; and he took his servants and by night they carried sheaves from his field and placed them in that of the younger brother.

The second night the same thing happened. On the third night at the edge of the two fields, with sheaves in their arms, the two brothers met—and the little story tells us that on this spot the city of Jerusalem was afterwards built.

Can this not be applied to the teacher and her school community? Can you imagine a successful school without the coöperation of the community, or a well developed community spirit without a growing and enthusiastic school? The two must be brought together; and this is usually accomplished by the teacher.

Each year we talk more about "community building," and each year we accomplish more; but there is still a great deal to be done. I feel sure that there is no greater help to the teacher in this work than the practice of story-telling. In the schoolroom, where the work starts, it is an easy matter. Stories seem to be necessary to the child's educational growth. The story-telling teacher finds every subject made easier by the use of stories, from the kindergarten to the high school. But the growing teacher leaves the school and enters the home. Here around the fireside she also enters the hearts of her patrons through her powers as a story-teller.

Not long ago a man from the country entered a certain county superintendent's office and said to the assistant superintendent: "I've come in to see you about that woman you've sent out yonder to supervise our school." In a second the superintendent was on guard. She didn't

propose to have the woman whom she had selected as primary supervisor criticised. "Well," she asked, "what do you have to say of her?"

"What have I got to say? Just this: I don't know what you are paying her, but if it is half of the county school fund, she is worth it—I've got that much to say." He went on to tell of the evening she spent in his home, when the neighbors came in and listened to her stories. Then he turned to a visitor in the room and asked, "Say, did you ever hear her tell 'The Cat and the Parrott'?" When answered "No," he exclaimed, "Man! you sho' got something to live for! But," turning to the assistant superintendent, "what I really came in here for is to tell you there's no need in that woman coming into town and paying out board bills on Saturday and Sunday. Just let her come out and visit in our neighborhood. We'll take care of her."

In the church work, too, the teacher finds need of stories. The prayer-meetings can be made over by them. The Sunday-school is more attractive to the boys and girls if occasionally a story of Van Dyke's, Francis Hodgson Burnett's, or Raymond Macdonald Alden's is introduced.

Perhaps the teacher's greatest chance to know and help her community is at the public gatherings: rally days, parents' meetings, etc. Here the story plays an important part.

"The Palace Built by Music," by Raymond Macdonald Alden, can do more toward welding together a torn-up neighborhood than any sermon or lecture. Van Dyke's "Legend of Service" is an inspiration to all; and E. E. Hale's " $10 \times 1 = 10$ " could make any club work in earnest.

In rural sections there is great need of recreation for the young people. Their little parties and gatherings are not always what they should be. Again the teacher and her stories have a great opportunity for good. The nonsense story is needed, too. As a rule, country boys and girls have need of more laughter and sunshine in their lives. Why not give it to them? They enjoy the dialect stories. Uncle Remus is always good. For the older pupils the Irish stories by Shannon McManus are appreciated. The younger children never grow tired of the "Gingerbread Boy," and "Little Black Sambo," "The Tailey Po," "Epaminondas," and "The Hobyahs" are ever favorites.

But there is never any trouble in finding stories. They are published in abundance. The greatest thing is to get people to realize the power of stories and their own powers as story-tellers. We see the need. Is it not possible for the teacher to remember that the Great Teacher Himself went about giving his message of love, hope, and happiness in the guise of a story-teller? Then, why should she not go and do likewise? Take your stories into the homes, into the churches, and into the school-rooms. Let them speak to the old and to the young. Help the ones who now smile to keep on smiling, and place joy and happiness in the hearts of those who have forgotten the laughter and sunshine. And

whether you use the fairy, nonsense, or community building stories, you can feel, with Sam Walter Foss, that

“When you leave your house of clay,
Wandering in the far-away;
When you travel through the strange
Country far beyond the range,
Then the souls you’ve cheered will know
Who you be, and say, ‘Hullo!’”

What Is This Monster?

I am more powerful than the combined armies of the world.

I have destroyed more men than all the wars of nations.

I am more deadly than bullets, and I have wrecked more homes than the mightiest of siege guns.

I steal, in the United States alone, over \$300,000,000 each year.

I spare no one, and I find my victims among the rich and poor alike, the young, the old, the strong and the weak. Widows and orphans know me.

I loom up to such proportions that I cast my shadow over every field of labor, from the turning of the grindstone to the moving of every railroad train.

I massacre thousands upon thousands of wage earners every year.

I am relentless.

I am everywhere—in the house, on the street, in the factory, at railroad crossings and on the sea.

I bring sickness, degradation and death, and yet few seek to avoid me.

I destroy, crush and maim; I give nothing, but take all.

I am your worst enemy.

Answer—“I am carelessness.”—*Toledo Blade*.

Club Women and Education

DAISY BAILEY WAITT.

NORTH CAROLINA club women are actively interested in education. This fact is indicated in many ways. At the meeting of the State Federation of Women's Clubs at High Point last May fifty-two clubs reported active work along educational lines and twenty-six work done in connection with Moonlight Schools. This work is varied in character, but is done under subcommittees on Coöperation with Schools, Scholarships, and Loan Fund, and Illiteracy. It naturally groups itself under these heads.

The Sallie Southall Cotten Loan Fund is in its fourth year. It was established by club women to help needy students, and is available at any time, as no surplus may be invested but must be held ready to meet any emergency which may arise in a student's life. The terms on which the money is loaned make it possible for a student to borrow without interest until two years after she has left school. After that time interest is charged at 6 per cent. The fact that several loans have been so promptly repaid makes club women realize that money cannot be better invested. In addition to this loan fund there are several county loan funds maintained by club women, for the help of county girls and boys in certain schools. The Pitt County Loan Fund, through which two students were kept in the Training School last year, is of this character.

Coöperation with schools means not only coöperation in matters of local interest to various communities, but in the larger educational interests of the State. The great problems of the elimination of illiteracy, more adequate supervision, better trained teachers, and better paid teachers, are some of the questions in which club women are interesting themselves and for which they are working. Last year they gave their time, their money, and their interest to the Moonlight School campaign, and they will continue in the work until it can be truthfully said that there is no illiteracy in North Carolina. The problem of the Americanization of the immigrant, which is such a difficult one in many sections of the country, and on which the Education Department of the National Federation is working, is a comparatively small problem in North Carolina, but in several instances last year it solved itself through the Moonlight School; and, undoubtedly, as the Moonlight School develops into the permanent night school, it will not only meet the needs of the native illiterate who "ain't never had no chance," but also of the foreigner at our doors, who is to become an American citizen tomorrow. The work of teaching the illiterate and of Americanizing the foreigner has made a strong appeal to club women, as the number enlisted in the movement last year attested.

As to local coöperation with schools, officials everywhere are usually glad to have club women show their interest, and will yield to all reasonable requests. There are so many ways in which such coöperation may be shown that it is impossible to enumerate them.

The following typical extracts from a few of the reports made by clubs last year in different sections of the State will give a general idea of the work done by club women, and these reports are typical and can be duplicated by many other clubs.

No attempt has been made here to classify the work done by the clubs. The reports have been abridged and given as sent in.

Salisbury—The Travelers' Club. Several members taught in the Moonlight Schools and one member in a Y. M. C. A. night school class for working men and boys. Five prizes were given to the winners in the spelling contests at the County Commencement. The Library Extension of Salisbury was organized.

Lenoir—The Wise and Otherwise Club. The last installment toward the Stonewall Jackson Scholarship Fund was raised.

Edgecombe—Home Betterment Association. This club has an education committee but reports the whole club interested in educational work. Through its efforts a Federation of County Clubs, Farmers' Union, School Betterments, and Tomato and Canning Clubs has been effected. They meet with the Superintendent of Public Instruction and Teachers' Association, discuss live problems of the day and local conditions, endeavoring to improve them. A movement for a public library has been started. They arranged for the Chautauqua, worked for the Moonlight School movement, and gave the teachers a community luncheon after they brought in their reports of the Moonlight School work. This club also assisted in preparing and serving the dinner for the County Commencement.

Goldsboro—Woman's Club. The education committee assisted in finding the illiterates reported in the census, and otherwise aided the Moonlight School movement. They also worked for better fire protection in the schools.

Winter Park—Civic League. This club is only two years old but its work has been centered in the school and its immediate surroundings. They planted hedges and other shrubbery, besides arranging a complete playground for the children. The tennis court, basket-ball and baseball grounds were laid off and the club women purchased all the necessary balls, etc. They have also bought a piano for the school.

Masonboro—Mothers' Club. To quote from their report: "It was of an educational intent from the beginning, for we were anxious to become better informed along all lines." The chairman of education secured good lectures for the meeting, one of them the gifted author, Melville Chater.

Wilmington—Sorosis. The club was fully aroused on the illiteracy problem, believing that one of the most important problems now in educational work is that of awakening the illiterate and of the public in their behalf. The club women of Wilmington not only assisted the teachers during November in the Moonlight School work, but, in March, conducted three moonlight schools through their own efforts. A permanent committee for Moonlight Schools was organized and the Board of Education petitioned for a permanent night school. The club women also did untiring work for compulsory education in New Hanover County.

Charlotte—Woman's Club. Worked for Moonlight Schools. Had lectures on various educational topics, furnished committees to go to rural schools and act as judges preliminary to the County Commencement. They also waged a campaign against an old, unfit building.

Gastonia—Betterment Association. This association has a number of auxiliary associations that work entirely for the betterment of school conditions in their mill districts. This club has moulded public sentiment until the town has built a splendid high school, into which they have succeeded in introducing courses in Domestic Science and Music, and are working for business courses. They conducted successful moonlight schools.

Asheville—Woman's Club. Contributed to a fund to provide a canning club supervisor for the county.

The Federated Clubs of Asheville maintain a loan fund which pays the expenses of a student at the State Normal College. They have done this for five years. These clubs contributed to the Moonlight School Fund.

Tryon—The Lanier Club. The education committee has worked actively in connection with the public schools. They attempted a night school but the attendance was small. One member personally introduced dental inspection in the public school. Two gold shields were awarded to the boy and girl measuring up best in the second inspection. This club pays for a teacher of sewing in the school, and the movement has been very successful.

Marion—The Twentieth Century Club of Marion has established a loan fund for the High School, through which needy boys and girls who live in the county may secure assistance in meeting their expenses. This club actively coöperated with the authorities in the Moonlight School movement. They donated an oil stove to one of the schools where Domestic Science was being taught to the women in the mill village. Several members taught in the Moonlight School. The club stands ready to coöperate with the school authorities for better rural schools, better supervision, and better trained teachers.

Raleigh—Woman's Club. The Education Department coöperated with the committee who helped to entertain the North Carolina Teach-

ers' Assembly, while the whole club placed the children who came to demonstrate before the Assembly. It was an excellent piece of educational coöperative work.

Lectures were given on subjects of general educational interest, among others one by Mr. Harwood, of the Richmond High School, who is a leader of the Gary ideas in the South.

At one meeting a resolution was passed calling for a woman trustee on the board of the State Normal College at Greensboro, especially looking toward efficiency in training for the home and the vocations of gainful employment in skilled work. This resolution was also presented by the Raleigh club at the meeting of the State Federation in High Point, and received the endorsement of all the clubs of the State.

Chapel Hill—Community Club. In addition to work done along a number of the lines already mentioned, such as Moonlight Schools, lectures, etc., this active club coöperated in plans to make the County Commencement a success, served lunch to the teachers on Rally Day, had charge of a local tea-room in November, and contributed the proceeds to a school piano fund, saw to it that the school librarian was paid, and carried through a Shakespeare Pageant in coöperation with the public school.

Greenville—The Round Table Club tried, through its committee on schools, to be helpful to one of the county schools, making it the center of their education efforts. They coöperated with the canning clubs by purchasing their goods.

End of the Century. This club, together with the other Federated Clubs of Pitt County, has, for two years, maintained a loan fund for the benefit of Pitt County girls attending the East Carolina Teachers' Training School.

Wilson—Woman's Club started and helped maintain a permanent night school and, in connection with it, a Moonlight School. They offered prizes to the children of the county for the best composition brought in on Health Day. Indirectly the club has been the means of encouraging more interest in the city schools and the work done in them.

High Point—Woman's Club. The education committee helped in conducting a Moonlight School in High Point. In addition to the several branches taught, they also conducted classes in Domestic Science and Physical Culture.

A very beautiful piece of coöperative work between teachers and club women was demonstrated by this club and the schools during the meeting of the State Federation at High Point, when, on the afternoon of the Education Conference, the school children from all the city schools passed in review before the delegates to the convention, presenting the history of America in pageant form.

A number of reports mention work done in connection with Arbor Day, Health, Censoring of the Films in Picture Shows, Library Extension

sion, Art and Music in the Schools, and various other lines of work. All show an active interest in education and the part which club women are playing in coöperation with educational authorities of town, county, and State. No town in the State can afford not to have the club women interested in its schools, and no club woman can afford not to be interested in the schools which are training her sons and daughters. Good teachers everywhere realize this, and coöperation with schools becomes an easy matter.

Why the Boy Leaves

Here are some suggestive questions pertinent to the topic: Back to the Farm. If farmer parents would take the hint presented in these questions, there would be no such problem as getting population to flow back to the country—at least it would be solved in a great measure.

1. Did you ever know a boy who owned the pigs and the lambs, but whose dad owned all the hogs and the sheep?

2. Did you ever know a boy who didn't like to have a room of his very own with a stove in it, so that he could stay there even on a cold night?

3. Did you ever know a boy who didn't like to have a horse and buggy of his own? How did you like to ask for the horse and buggy every time you wanted to go somewhere?

4. Did you ever know a boy who didn't work better when he had a share in the crop, or when he had one field with which to do as he pleased?

5. Did you ever know from being a boy, how the townworker boy was envied because he had a room that was his very own; a room in which he could leave his trunk and good clothes and know they would be unmolested?

6. Do you realize that the way you felt under these conditions is about the way all other boys feel?

7. Did you know that time and thought spent on boys will pay as well as time and thought spent on pigs, cows and sugar-beets?

We know a concrete case in Preston County. A boy of twelve is cultivating a truck-patch which is his very own. He grows many kinds of garden vegetables, sells them, and the money goes to his own bank account. So far this year he has banked \$125! Does he like the country well enough to stay there? He is planning to make a scientific farmer out of himself. Already he knows a great lot about scientific farming. He is not neglecting his regular schooling either. Oh, no, he's not a premature money-grubber. He is just a boy, just like other boys; except that he has great joy in his work on the farm, and has a father who is wise in his management of boys—very wise. This is a true story. We can give names, locations, plans and specifications. Do you have boys on the farm? "Go thou and do likewise."—*The School Journal and Educator*.

Organized Health Work in North Carolina

GRACE SMITH,

Class of '14.

IN North Carolina the work of the State Board of Health has been organized into six departments, namely: the Executive Office, the State Laboratory of Hygiene, the Bureau of Engineering and Education, the Bureau of Vital Statistics, the Bureau of Tuberculosis, and the Sanatorium, and the Bureau of Rural Sanitation. To maintain this Board of Health the appropriations for 1915-17 are \$55,000.

While each of these departments has separate and distinct work to do, yet the results accomplished by the Board of Health depend upon the coöperation of the different divisions. To illustrate: The Sanatorium by itself is capable of great accomplishments, but the Sanatorium supported and assisted by the influence and activities of the other executive divisions of the State Board of Health is capable of far greater accomplishments; on the other hand, the loss of the State Sanatorium to the State Board of Health would cripple the entire organization. The same is true in reference to each department, for "In union there is strength."

To appreciate the full value of the work it is necessary to look into each department. The Executive Department has devised a unit system so that certain diseases and unsanitary conditions found in counties that do not have whole-time health officers may be handled in an organized way by men especially trained and experienced in attacking each unit of county health work. The county unit of typhoid vaccination and the county unit of medical inspection of schools, coupled with a plan of popular sanitary instruction of both school children and the public, are examples of this unit system.

The Executive Office has been successful in interesting certain Federal agencies in undertaking valuable health work in North Carolina. In 1915 the Federal Government showed its willingness to coöperate with the State by the campaign conducted in Orange County against typhoid; the result was that the sanitary arrangements were improved in 35 per cent of the homes in that county. In Cumberland County the Federal Children's Bureau will do a piece of work to develop infant hygiene. The United States Public Health Service has promised to put one of their own officials in Edgecombe County as a whole-time health officer to work out a model system of county health work. All that this work will cost Edgecombe County is \$1,500 annually for the actual expenses of the work.

The Executive Department is at work on two other items of vital interest—sanitary and hygienic care of prisoners, and sanitary hotel regulations. The latter policy went into effect June 1st, this year.

The Executive Office, with the State University, has worked out a plan to aid the medical profession in our State in the way of post-graduate medical education. This is so planned that, from a financial standpoint, it is within the reach of every physician, because this plan brings the post-graduate teacher to the class of physicians, instead of taking 50 or 60 physicians, at an enormous price, to the teacher. By benefiting the medical profession the public health is benefited. This is considered the greatest piece of work attempted by the Board.

The outline of the plan, as given in the *University News Letter*, is as follows:

Groups of six towns, situated relatively close together, are selected as the territory for a single instructor. In each town a class is formed, composed of physicians from the town itself and from the surrounding country. A skilled scientist is then brought from one of the centers of medical progress, to give instruction for sixteen weeks in each circuit of towns. His procedure is to lecture to the class in the first town on Monday morning, for example, and to hold a clinic in the afternoon. On the next day he proceeds to another town, lectures, and holds another clinic; then to another, and so on, returning to the first as soon as the round is completed. Each class thus gets sixteen lectures, with accompanying clinical demonstrations, during the course.

Two of these classes in post-graduate medical work were conducted during this summer. One of these was conducted in the East by Dr. Louis Webb Hill, of Boston. It extended over sixteen weeks, and was given in Raleigh, Salem, Wilson, Roanoke Rapids, Goldsboro, and Tarboro. A lecture was given in each of these towns on one day in each week, and a clinic held. The subject of the course was the diseases of children. Eighty-one physicians took this work.

A similar course was given in the West by Dr. Jesse R. Gerstley, of Chicago, in the following six towns: Greensboro, High Point, Statesville, Mooresville, Winston-Salem, and Salisbury. This course lasted thirteen weeks, and was taken by eighty-eight physicians. At the end of the lectures an examination was held. The subject of this course was the same as the other. The physicians paid a fee covering the expenses of this course. The University issued a certificate of credit to all physicians who fulfilled the requirements.

The work of the State Laboratory of Hygiene is divided into general examinations, production and distribution of biological products, and the administration of Pasteur treatments. The free vaccine now distributed by the State Laboratory saves the State between \$100,000 and \$150,000 a year. In the year 1915-1916, 4,375 doses of anti-rabic vaccine were distributed. These Pasteur treatments are estimated to save the State about \$24,000 a year. In the last year the State Laboratory was responsible for over 100,000 complete vaccinations against typhoid.

Within six months over 10,000 school children in three counties were examined for common defects of school life. Three thousand were found to have these defects, and the parents of those children are being urged, through correspondence and literature, to have their children treated.

The work of the Bureau of Engineering and Education is divided into two parts: Educational and Engineering.

The educational policy is carried out through a system of Bulletins which have had a circulation of 51,000 a month, a regular press service, a well assorted series of public health pamphlets for free distribution, a system of stereopticon health lectures given by interested citizens throughout the State and furnished by the educational bureau, a general exhibit, and, recently established, a system of moving picture shows. During the last year the Board of Health, upon the request of citizens of the State, has distributed 65,000 pamphlets on tuberculosis, 65,000 on typhoid, 20,000 on malaria, 2,000 on adenoids, and 3,000 on scarlet fever. It is a fact to be greatly deplored that the Monthly Health Bulletin which has been so popular, has had to be reduced in size and can no longer be issued each month, as hitherto, because of the lack of sufficient funds to pay the expenses.

There are about 300 of the stock lectures given a year. All material, including slides, skeleton lectures and portable lantern outfits, is sent by parcel post to be used by the lecturer in addresses before those interested in civic organizations.

The traveling exhibit has been shown to about 25,000 people in twenty towns during the past year. The principal object of this work is to arouse the communities, and to create general interest in health work.

The moving picture outfit, fortunately, can be taken into any country schoolhouse, miles away from an electrical current, as well as into the house lighted with electricity, and there a moving picture health show may be given.

The engineering work consists of receiving and approving plans for waterworks and sewerage, and in examining inspectors' reports of water-sheds.

The work of the Bureau of Vital Statistics is important from a legal as well as from a sanitary standpoint. It furnishes an official record of all deaths, and the cause of all deaths, and a record of births by which lines of descent can be traced and inheritances properly distributed. Matters of insurance questions, of suffrage, child labor, marriageable age, age of consent, all hinge on these records. The greatest sanitary value of these records is to prove that North Carolina and the other Southern States within the Registration Area, namely, Virginia and Kentucky, are as healthy as any other section of the United States. The birth rate of North Carolina is 31.5 per thousand, while the death rate is 13.3. This report establishes the fact that North

Carolina is as healthy as the average State in the Union, and, considering her age, race distribution and high birth rate, one of the healthiest States in the Union.

The Bureau of Tuberculosis and the Sanatorium is divided into three parts: First, the Sanatorium, acting as a training school for as many of the tuberculosis patients as it can accommodate, teaches them how to care for themselves and to keep from giving the disease to friends when they return home. Second, this bureau keeps in touch, by means of correspondence, with the patients, sends sputum cups, and suitable literature to all cases reported to them. Third, this bureau works with the medical profession to improve their diagnosis and treatment of the disease.

The Bureau of Rural Sanitation does its work by coöperation with county health officers and county physicians, and also by the extension of the unit system of county health work. Now there are eleven counties that have whole-time health officers. At this time the development of a definite plan of county health work is the all-important need of the whole-time county health officer idea.

During the past year the unit of system for free typhoid vaccination was carried out in 12 counties, giving 52,000 people the complete vaccination. In 1914, these 12 counties had a total of 175 deaths from typhoid fever. In 1915, in the same counties, there were 132 deaths from typhoid fever, a decrease of 45 deaths. The 12 counties appropriated \$6,500 for this work.

The Bureau of Rural Sanitation also carries out the unit of medical inspection of schools in counties that make the proper appropriations. Along with the inspection work, lectures on sanitary and hygienic subjects are given. In the schools the children study the prevention of diseases and prepare compositions on sanitary and hygienic subjects. Therefore, the school children and the whole community are reached by the unit system.

The work of the State Board of Health has developed and is still developing in extent and variety. Each department takes on more work each year. Now North Carolina has the highest rate of efficiency in state health work of any of the Southern States. The ambition of the State Board of Health is to make conditions such that the State will have the highest rate of efficiency in state health work of any State in the Union.

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A Message for the Home State from Alabama The article in this issue by Mr. Judd was written while the shouts from the election were still in the air. He knew that the cause had won, but did not know the exact figures. After the article came the message: "I have just heard from Superintendent Feagin by telephone. The majority for the amendment is between 15,000 and 20,000."

Mr. Judd has been going night and day working for the cause of better educational ideals and laws in Alabama, but, with clear understanding of what the people "back home" were interested in, took time to send an account to his home State of what he and his fellow-workers had done. Some one said it was interesting to see him buttonholing the Alabama politicians in true Wake County fashion. North Carolina can learn valuable lessons from Alabama in this.

The Laggard Law "Preference will be given to teachers who have had four years high school work," is the notice a number of superintendents are sending out to schools to which they are looking for their teachers. The student who has had normal training in addition to this is given first choice of schools. The high schools are giving preference to those who have college training, degrees from colleges of the first rank. Public sentiment is taking care of the question of preparation of its teachers. Does this not prove that we are ready for some law? While the question is settling itself, in a way,

yet new legislation is needed to protect those who are getting preparation and to keep out the unfit. "Post-card certificates" are only expedients at best, but they should be driven out altogether.

In the matter of professional training, the practice is again ahead of the law. The schools are giving courses in pedagogy, not to meet the requirements of the law but of the people. Thus are some of the points in the bill presented to the last General Assembly, but which failed to pass, getting carried out in the State.

Talk for Certification

The bill for the certification was lost largely because the members of the General Assembly thought the teachers of the State were either hostile to it or indifferent. They knew the leaders were for it, but they could not find interest in it among the masses of the teachers. Whatever legislation is proposed this winter, you look at it carefully and see if it is not to your advantage. Then talk for it. Members of the Legislature are only trying to carry out your will.

In the Department of Reviews is a notice of a bulletin from the Bureau of Education that would make you open your eyes and see yourself as others see us in comparison with other States. Although this bulletin is five years old, and some of the statistics from other States are out of date, North Carolina has not advanced one notch in the legal status of its teachers. Many of those who were then far ahead of us have passed some educational laws since then.

WHAT IS NORTH CAROLINA'S "SYSTEM?"

What is our "system of education" in North Carolina? Do you realize that our State Department of Education has supervision only over the rural schools and those in the very small towns? There are 107 other systems in the State, because there are as many systems as there are graded schools. If you think there is any uniformity of grades or books follow a child in a family that moves from town to town, or teach a while in a school that draws its students from various schools.

An Impetus to Agricultural Extension Work Among the Boys

Mr. Sydney G. Rubinow, the new assistant Boys' Club agent, is a live, wide-awake man, well equipped for the work he is among us to do. He comes directly from the A. and M. College of Texas, where he has been doing extension work. He is a combination in this training of Cornell and the University of Wisconsin, the best combination the United States affords. He is not only a man who knows his subject thoroughly, but he under-

stands how to pass it on to others, and he knows people. He is a fluent writer, a contributor to *Country Gentleman* and to some of the farm magazines. He is a great believer in publicity. His article in this issue is a readable, sane presentation of a subject many minds have been floundering around without getting much out of it except that it is important. A man of his equipment, personality, and facile expression is a distinct gain to the cause of extension work in agriculture in this State.

A Deplorable Handicap The article on the organization of the health work in North Carolina was compiled from reports made to the North Carolina Medical Society, a review of its activities, etc., by the Department of Health. This State ranks first among the States of the South in its health work; but we should not pause in the work until it stands first in the Union in this matter. There is still much to be done. The Health Bulletin did a great work in popularizing health subjects and forced the people to read health articles, because people cannot resist an attractive magazine. It is a pity that the work has been handicapped because of lack of funds for carrying it on, but the quarterly bulletin can still do a great work. Next to the public health talks and demonstrations with illustrations, the bulletin has perhaps made the strongest appeal to the public of any of the means used by the Health Department.

The Awe of the Word is Gone The word *psychology* has become a popular word since people are realizing that it is simply plain, old-fashioned, common-sense knowledge of human nature, which, in this analytical age, has been carried farther and has become a science. We hear of the "psychology of advertising," the "psychology of salesmanship," the "psychology of hiring and firing," and so it goes, and it is applied to the masses, the child, the servant, the teachers. Wherever one human being is to deal with others, the need of the understanding of human beings is felt, and people are beginning to see that it can be studied, and is not merely a gift. Know thyself, and through thyself thy fellow-man, is the old-new wisdom that brings success.

Penny Wise and Pound Foolish? One of the slogans of the age is "Conserve the waste." One of the articles in this issue applies that cry to the place where the waste is perhaps greatest and where it is apt to be noticed least by the casual observer. It is far more important than saving the waste paper and rags for high

prices, or saving potato parings that there may be more food, but it is not as spectacular, perhaps because it is not immediately converted into pennies. Are we not all prone to see the near penny, and let it shut off the sight of the farther off pound?

**Robert
Herring
Wright**

All connected with East Carolina Teachers Training School, whether now or at any time during the few years of its life, feel a peculiar interest in the Teachers' Assembly this year because our President Wright is at the head—the man who has been the greatest factor in the success of the school. It might offend good taste to say as much about him as the editors of the *QUARTERLY* would wish to say, but we do not think it amiss to put him into a little of the "Who's Who" of the Assembly. A man of convictions, of earnestness and a man of visions, loyal to ideals; one who sees the larger plan, and, no matter how discouraging the near-by things seem, one who is ever ready to push on beyond them. With eyes set fixedly on the goal, he preaches, "Have an aim," and his aim has been to help put better teachers into the schools of the State. When arguing the necessity of putting a one-year class into the school, he said, "We must take what we find and make it better, and as the things we find get better, we can then lift the standard. Our big aim is to make good teachers, but we must first make better teachers, and in the end we can make good teachers." Appreciating high standards of scholarship and culture, he saw that if the immediate goal were too high he would shut off the very ones we wished to reach. To him setting standards for students is like a boy in field sports learning to vault the pole; each time when he has gone over the pole it is lifted a little higher. He has been a believer in placing the student where he is able to go; regardless of the amount of book work covered. He has gloried in discovering the good in students that have seemed failures.

He also practices what he preaches in regard to community work: in church and civic life he is a leader. He is president of the Carolina Club of Greenville, an organization that is a combination commercial and social club. He is on the public library committee for his town, a committee whose task is to devise ways and means of pushing the question of a public town library. He believes in taking part in church work, though it matters little to him what the denomination. He proved his belief in this by taking hold of a long-standing debt in his church, becoming chairman of the finance committee, and raising the debt, when repeated failures had discouraged his predecessors.

He keeps in touch with the educational thought of the day, not merely through reading, but in attending and taking part in educational meetings, believing that it is his duty to be on hand and get and give

ideas wherever educators congregate; yet he is not one who goes off after the false *isms* of the age. The most interesting study to him is people, not only grown people, but also little children, and he sees the one in the other. We are glad the teachers of the State have him as their leader this year.

The regular editors wish to acknowledge and to thank publicly certain kind colleagues who helped with the summer issue of the *QUARTERLY*, in addition to those whose names appeared in that issue. The faculty editor was in the flood district in the western part of the State, where she was waiting for the proof. The proof was caught on the way and delayed, but telegraph wires were not down. Duplicate proof was arranged for by telegraph, and Misses Graham and Waitt, of the faculty, took charge of it. Miss Grace Smith, of the class of '14, who lives in Greenville, took charge of the mailing.

TRAINING SCHOOL GET-TOGETHER DINNER ON FRIDAY EVENING,
DECEMBER 1, RALEIGH.

Distinguished Guests of the Assembly

MARTIN GROVE BRUMBAUGH, Governor of Pennsylvania, who is one of the leading speakers of the Teachers' Assembly this year, is one of the public men of the day who have done active service in the school room. He comes to speak to teachers as one who knows them thoroughly, both those in the city and those in the country. For years he was superintendent of the schools of Philadelphia. He was at one time president of Juniata College, Huntington, Pennsylvania. His first school work was as superintendent of schools of Huntington County, Pa. He has been a conductor of teachers' institutes, was first Commissioner of Education in Pennsylvania, and was then professor of Pedagogy in University of Pennsylvania. He is a member of various societies, and is an author of note. Before he was elected Governor he was a member of the Pennsylvania State Board of Education.

He first attended Juniata College, and then went to the University of Pennsylvania, where he received his Ph.D. degree. The degree of LL.D. has been conferred upon him.

He has given his State the best school laws it has ever had. Combined with his rare power of seeing things in a broad, clear way, he knew first hand the actual needs of the schools of his State, whether rural school, college, or the city school. He has never lost touch. By his work in institutes in other States he was able to get a comparative view and to see beyond his own State.

He is the new type of politician that came into power not because of party machinations, but because he had the welfare of the whole people at heart.

DR. WILLIAM CHANDLER BAGLEY, whose address on Wednesday evening, November 29, is one of the features of the Teachers' Assembly, and who makes several addresses before departments, is director of the Department of Education in the University of Illinois. Dr. Bagley is an editor and author of National reputation. He is editor of the *Journal of Educational Psychology*, advisory editor of the *School Review* and of the *Western Journal of Education*. The best known of his books on educational subjects are: *The Educational Process*, *Classroom Management*, *Craftsmanship in Teaching*, and *Educational Values*.

Before entering upon his work at the University of Illinois he was superintendent of the training department of the State Normal School at Oswego, New York. Before that he was vice-president and director of the training department of the Montana State Normal College. His first teaching was as assistant in psychology in Cornell University. After that he was a school principal in St. Louis.

He has his doctor's degree from Cornell University, his master's degree from the University of Wisconsin, and his first degree from the Agricultural College of Michigan.

Dr. Bagley is still comparatively a young man. He has a pleasing personality, and immediately impresses one as a man of great culture and as a scholar, but not the old type of recluse scholar. One feels that there is a man who is full of the new spirit, ready to lead along new lines, yet keenly appreciative of the best in the old. He is a man of high standards; one who will not discard the old until he is convinced that there is much better in the new. He is a sane, wholesome thinker.

DR. THOMAS H. BRIGGS is one of our very own, as he is a Raleigh man simply coming home again, to bring his message to his fellow people. He is the best authority in the United States on Secondary Education. He is professor of Secondary Education in Columbia University. He has his doctor's degree from Columbia. He is author of several books and has written a number of articles on educational subjects.

DR. F. C. DYKEMA has charge of the pageant and festival work at the University of Wisconsin. Dr. Dykema was one of the pioneers of the new art of pageantry. When connected with the Ethical Culture School in New York City he conducted pageants, wrote on pageants and pageantry and on the socializing influence of music making. He is one of the leaders in bringing music to the people, or rather, in awakening the musical in people. He has been one of the leaders in getting the public to see the value of musical and dramatic expression.

Suggestions

The Tree-Dwellers

Much of the work in the third grade of the Model School this fall has centered about the story of the Tree-dwellers.

Having, in the lower grades, dealt with the home and its various activities, it is important that the child should gain a knowledge of just how that home, with all its comforts and privileges, has come to exist for him. Through a study of primitive life, as depicted in *The Tree-dwellers*, one of Miss Dopp's charming books, the child learns in a forceful manner something of the social and industrial changes which have been necessary in the development and advancement of the race.

In the story of Sharptooth and her people, with their daily struggle for existence, he, for the first time, perhaps, becomes conscious of the fact that the food, clothing, and shelter which, up to this time, he has taken as a matter of course, have been made possible only after ages of toil and hardships on the part of his forefathers.

He compares the conditions under which these primitive people lived with his own environment, and imagines what he would have done had he lived then. Through the story he gains a deeper appreciation of his many privileges and a greater respect for honest labor.

The story lends itself easily to work in language, spelling, drawing, and construction. In modeling in sand the country of the Tree-dwellers, with its wooded hills, grassy plains, forests, and winding streams, the children have incidentally learned some valuable lessons in geography. After studying the various wild animals of that time, discussing and writing about them in the language and spelling periods, they were then modeled in clay by the children, and added much to the reality of the scene represented on the sand-table.

Much reproduction, both oral and written, has grown out of the reading of the story, and the children, as independent seat-work, have drawn some interesting pictures illustrating parts of the story which have appealed most strongly to them. We are also planning to make booklets in which to mount some free-hand paper cuttings.

Aside from its other values, the sheer enjoyment which the child gets from the hearing of the story should commend it very highly to any teacher.

The Story of Columbus

Before I began the teaching of the story of Columbus three weeks were spent in gathering all the material possible. Books, text-books, and reference books I studied and toiled over until I became thoroughly saturated with the story.

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1. FIRST GRADE AT MODEL SCHOOL
2. SECOND GRADE "CARRYING KNAPSACKS"
3. FOURTH GRADE SINGING HALLOWE'EN SONG

The next step was to organize the story into different sections so as to present the big things in Columbus's life rather than the trivial things. In order to do this I divided the story into five parts, then made an outline containing nine lessons, six on the story and three on the sand-table work. These were as follows:

I. Conditions and inhabitants of this country before white people came over.

II. Columbus's boyhood.

(a) Ambitions to prove his theory.

III. Conditions of Spain at this time.

(a) How and why he received aid from Spain.

(b) Preparation for voyage.

IV. The difficulties of the voyage.

V. Arrival in the new country.

(a) Landing.

(b) Trade.

(c) Return to Spain.

VI. Reproduction of story.

VII. Preparing for sand-table work (choosing objects).

VIII. Seat work—making things necessary for sand-table.

IX. Placing objects on sand-table.

The children had no text-books, so this was given to them in the form of a story. They lacked geography for their background, so the story had to be presented in the simplest form possible, and nothing could be based on a map. Only three countries were mentioned—The New World, Spain, and India.

The fact that Columbus discovered this New World by accident was impressed on their minds as much as possible. Illustrations were used to make them understand why Columbus found a new world instead of India. For instance, they knew Columbus thought when he started out he could sail straight across and reach India by water, but he found there was a country between Spain and India, and then, of course, they finally saw "he couldn't help bumping into it."

The next step was to bring out the most important things in the story.

The Voyage, The Landing, and Columbus before the Queen after his return, presented the most vivid pictures.

Some of the things that the children liked and understood best were:

1. Columbus's ideas in regard to the earth. Why he thought it was round.

2. The reasons he received aid, and the preparations for the voyage.

3. The treatment Columbus received from his men on the voyage. Their rewards.

4. The Landing.

5. The return to Spain.

After the children seemed to get these big divisions of the story some of them still asked questions on the small points which were unimportant, but they were led back to the main point they were trying to bring out and saw for themselves how incidental their points were. For example, while they were discussing the Landing of Columbus, one child asked if his wife was living. This was referred to the class and they decided it did not matter if she was or was not because she did not come over to this new world with him. In like manner all incidental things were settled among themselves.

When the children reproduced the whole story this checked up the teacher's work and showed whether all points were cleared up and connected.

The first lesson on sand-table work was to pick out one scene that meant most to them, one they thought was most important. The Landing of Columbus was the first suggested, then the Voyage, and then Columbus before the Queen after his return. After discussing which would mean most to them and which required the most familiar objects they decided on The Landing.

The next lesson was in choosing the things necessary for the sand-table. How and where to get these things was the problem. This lesson required much judging and organizing on their part. Then they set to work making things for this sand-table. This required drawing, paper cutting, and folding. The last lesson was on placing these things on the sand-table.

In this work the children were thrown on their own responsibility; if another placing was suggested there had to be good reasons given to support these suggestions.

The treatment of this story has proved to me that it is possible to teach history without a text-book in the hands of the children, for they see relationship of facts and dates to the big event and the significance of the story; whereas, in studying a text-book merely they are apt to give undue emphasis to these facts and dates and not catch the big idea.

Some special points that impressed me in this method of oral presentation were these:

1. Know your subject, then organize and make it over in language suited to the group you are teaching.
2. Find all the pictures in the story and present them in such a manner as to impress them upon the minds of the children.
3. Feel the story; be able to throw yourself into it, then the children will feel it also. For, if the teacher uses her feeling and imagination it must reflect upon the group she is teaching; her phrases, her gestures, and her facial expression show how great her feeling and imagination are.

I found, furthermore, that after the subject-matter has been presented properly there are other tasks ahead. Then comes the judgment and



1. THIRD GRADE AT MODEL SCHOOL
2. TREE-DWELLER SAND-TABLE IN THIRD GRADE
3. COLUMBUS SAND-TABLE IN FOURTH GRADE

self-activity of the pupils, for then, in letting them reproduce the story, came all the useless unimportant questions which took all the resourcefulness and ingenuity this teacher possessed to handle the situation.

And this one student-teacher was convinced that history, if treated properly, is not to the child a dry fact-to-fact subject, but one that is full of action, romance, and beauty.

SUE WALSTON, '17.

The Child Polylingual

What is language? Is it merely oral expression? Is it the written expression? No, language is the communication of one's feelings or ideas to another in any manner he chooses. The child can make himself understood long before he can talk in connected sentences. As a baby he uses language that appeals to the eye in the movements and gestures he makes, or he appeals to the hearing with laughs and cries. Later, the child will use words such as "take," holding out his hands to his mother, which conveys to her the idea that he wishes to be taken by her. Not only does the child convey ideas in this way, but he can readily understand gestures and movements. For instance, if the very small child has once experienced a slap for punishment, there will be no difficulty in getting him to understand that he must not do certain things by indicating it with the movements of a slap. Also, the child likes pictures and can get thoughts from them long before he can read. Very often he will name the people or animals in the picture by some familiar name and will then tell where they are and what they are doing.

Another way the child, even when quite young, expresses himself is through the medium of the hand. He is never quite so happy as when paper and scissors are given him. Then this happy little fellow sets to work and his results are often surprising. He will cut bears, if he has seen a bear, or the picture of one, and he certainly will cut a "mamma," a "papa," and a "baby" doll. At about this time he is also making mud pies, mud fences, and mud houses, which may be called clay modeling.

Just about this same period the child wants a pencil and paper. If this is given him, he does not attempt to write but simply makes crude drawings, which to him represent almost anything he wants to. He will draw, very crudely, of course, his home, his playhouse, and his pets.

It is much later when the appeal to the eye through the written symbols reaches him. This stage of development begins at about seven years of age, but does not reach the degree which it is used to any extent until he has reached the fifth or sixth grade. Too often the teachers of the lower grades do not realize that language is such a broad subject, and that every lesson can be a language lesson.

FANNIE LEE SPEIR, '17.



CUT-WORK BOOKLETS

1 and 2, Little Boy Blue; 3, Tar Baby; 4, Mother Goose Rhymes

Oral Work

"Language is communicated thought, telling to others," says Cooley. It is the means by which a child tells his thoughts to others, and oral language is most frequently used. Language should be taught in the way that it will appeal to children best and will make them express themselves, bringing out the new as well as their old experiences. This means one must have subjects suited to the children. Children love to talk about their toys, a circus they saw the day before, something that happened on the playground, the things they do to help mother and father. The teacher should also be able to take the things that happen in and around the school and organize them so they become interesting oral language lessons. By oral work I do not mean informal discussions or haphazard questions and answers for getting subject-matter purely. I mean work definitely planned for the purpose of improving their oral expressions.

Oral language has four values: (1) It enables children to talk with more freedom, fluency, and expression on class and in conversation. (2) It brings about better sequence or organization by helping the children to stick to the point. For example, a short outline may be written on the board or a few questions asked, as, "Are we talking about that?" "Does that help us find out?" "What were we talking about?" (3) It checks ill-usage by showing them the correct form in conversation or in games, as, "Hiding the Chalk," and "guessing games," several of which were printed in the *QUARTERLY* for October, November, and December, 1915. (4) It gives a child more self-control, for, by getting up and expressing his thoughts to children and the teacher, he is able to express them more easily to any one.

Oral reproduction is one of the best means of getting good oral work. Children do not like to retell a story told by the teacher unless they are thoroughly familiar with it. It is not an easy thing, and the teacher should be in earnest if she is to get the children's attention. If the right stories are chosen better results will follow. The stories should have simple construction; that is, they should be connected, so that one part will suggest or call up in the child's mind what is to come next. The child will grasp these if thrown on his own responsibility. If the teacher is constantly giving suggestions the children will naturally look for them. The teacher can readily see what they need and she is better able to give it to them. If they have errors or get wrong interpretations she can give a little explanation. This will make children have more self-confidence, and they will be better prepared to retell the stories presented to them. Reproduction trains the children to speak for themselves; brings out the timid child, and checks the bold; also develops the originality of all. It helps them cultivate the use of good English and gives them an introduction and love for literature.

ADA M. CREDLE, '17.

Dramatization

Dramatization is one form of expression which is merely play, and is instinctive in childhood. Watch the little child in the primary grades as he is at his play. He takes the part of each character and is able to go through the story and act it according to his own thoughts and ideas. To the child merely playing the story is not sufficient, but he must live it. He must dress himself up, get things around him, and become the character. It takes little; the child is not as particular as the grown people, and can supply all his wants through imagination. He is a born actor and loses himself utterly in his part. Watch him as he plays alone at home. The child that has learned to play alone does not need an interpreter. You can hear him going through the whole story, having different voices and actions to suit the characters.

Dramatization not only gives free expression but it develops the social side of the child's life. Some child in the schoolroom is bashful and afraid and does not take an active part in his work. Suppose we let this continue? When dramatization work is begun this child becomes interested and wishes to take part, though at first he does not know how to do it. He watches the other children and imitates them; later he gets into the story and can make it his own thoughts and ideas. The child can soon be thrown on his own responsibility.

In dramatization in the schoolroom, in order to get free expression from the child, the teacher should be only a helper. She must place the responsibility on the class and let them take the initiative in the work. She should be ready to give suggestions when needed and put herself in the background. It is generally best to let the class choose a stage manager. If the teacher sees the children, in choosing their actors, are neglecting some that should be brought out, she can tactfully call attention to these children and bring them into the play too.

VIRGINIA SUTHER, '17.

Paper-Cutting

Paper-cutting gives a child more pleasure and offers a more direct means of self-expression than perhaps anything he can do. It also gives his interpretation, and shows how clear an idea he has of the object he is cutting.

With all paper-cutting there must be thought. The child must have a clear mental picture of an object before he can cut it. For instance, if a class of children in the country were asked to cut a pig after a study of "Tom, Tom, the Piper's Son," they would very probably cut a much better pig than would a class of city children. The country child has a clearer idea of a pig; he sees them almost daily, while the city child is very unfamiliar with them.

The first cutting of any object should be done freehand, without any guide or picture, providing the child has some idea to begin with. Then he should compare his cutting with the real object or a good picture of

it, and be led to see his defects. His attention should be called to the most noticeable defects first, and later to the minor ones. In correcting the defects, it is always better for the child to cut the object over than to cut or trim off the first cuttings. It is then possible for him to compare the cuttings and to see the improvement made.

VIRGINIA SLEDGE, '17.

Value of Clay Modeling

Clay offers another medium of free expression for the primary child. He has a world of things about him bringing him daily impressions, and as he expresses himself in various ways he learns to understand and appreciate this world of things.

Clay modeling may be made of deep significance and educational value. It cultivates careful attention, aids visualization and interpretation, and is of interest to the child. It has an advantage over other means of expression in that the children are given an opportunity to work with three dimensions rather than a flat surface. Here the realistic idea plays a very prominent part because they are making imitations of real images. (Notice the animals in the Tree-dweller sand-table, in the illustration.)

Many children fail to get the realistic insight to History and Geography because we, as teachers, fail to make use of models. For instance, in the study of the Eskimo, the children can model the igloo, thereby making their concept clearer. A good model brings all essentials to the eye with a single sweep.

The great value of this work lies in the development while working and not in the finer results. Our aim is to help clarify and strengthen the child's own idea through his efforts to express it in concrete form.

NANNIE MACK BROWN, '17.

The Value of Story-Telling

We, the seniors, have come to realize in our study of primary methods that story-telling is one of the invaluable aids in teaching oral language because of the thought it provokes and the opportunity it gives, by way of reproduction and discussion, for the expression of those thoughts. In our study the various phases we have given careful attention to are:

1. The purpose of story-telling.
2. What constitutes a good story.
3. Different types of stories.
4. Selection and adaptation of stories.
5. How to tell a story.
6. Different ways of handling a story.
7. The value of story-telling.

The only one we shall consider here is the value of story-telling. Every one likes to hear stories. Think of all the children you know!

Is there one among them who does not enjoy a story well told? And the grown people you know?—do they not like stories also? Have you never seen a family—father, mother, large brother, sister, and, perhaps, grandfather and grandmother—gathered around the fire after an evening meal listening to stories which different members of the family tell? Perhaps some of these were learned at school, but it makes no difference where they were learned just so they are the right sort. Was it not a pretty sight, and did not every one enjoy the stories? If only more of these happy hours of story-telling were encouraged in the home, if only for the enjoyment part and the happy relationship they create among the family group! But, alas, the schools alone, in many cases, have to feed all of the childish cravings for stories!

The craving of the child for stories is shown by the way he loves and treasures them. Even after he has grown older, and some of the stories no longer appeal to him, there is a pleasure and a sense of reality which the experiences he has lived through in hearing and telling stories in childhood have given that enrich his life and make it more enjoyable.

The things for which we value story-telling are: For the joy they give; for the sense of appreciation of good literature; the thoughts, aspirations ideals and superstitions that have been handed down to us through stories. They should be treasured for the appeal to the imagination; for the great moral truths they teach in the guise of interesting characters; for relieving the tense schoolroom atmosphere, and for their refreshing and creative power; as a tie or means of establishing a happy relation between teacher and pupil; as a means to enlarge and enrich the child's vocabulary and impress correct expressions; as a means of enriching the child's experience; for the information they give; for the power of attentiveness and concentration; for the aid to good organization; for creating a desire within the child to become like the great heroes; for broadening the child's sympathies; for the appeal to beauty; as a basis for a higher form of literature.

Below are some quotations on the value of story-telling which were taken from papers handed in for class work.

MARTHA ELVIN O'NEAL, '17.

Stories bring children to a conscious realization that to have interested listeners they must have something interesting to say, and to express it clearly and go directly to the point.

ELIZABETH MERCER, '17.

One of the great values of story-telling lies in its power of enriching the children's vocabularies. The child at this age is very imitative and likes to use expressions of the teacher, and, also, those he hears in stories told or read by the teacher. He comes across many new words and phrases which will unconsciously be taken and used as his own. Of course, we need not expect him to grasp every new word or phrase, but

the teacher must lead him to pick from the stories the choicest words so that they will be taken into life and used as a part of his daily speech.

AGNES THOMPSON, '17.

Stories are of great value in the development of linguistic sense. If the stories are presented to the children in the proper way, they will unconsciously develop the taste for correct English. They will get in the habit of using correct expressions, such as "He does not" for "He don't"; "I am not" for "I ain't," and "I take" for "I taken," through imitation of language used in the story-telling. Also, stories aid in organization, for the children hearing the happenings of the story told in their logical sequence will form the habit of organizing. This may be emphasized by telling and showing the child story-teller that he must tell things as they happen or the other children will not be interested in his story and will not listen attentively to what he is telling.

FANNIE LEE SPEIR, '17.

Without the story a child's life is incomplete. Take away this world of fancy and joy and you have eliminated the best there is in store for him, closed the port to vicarious experience, and practically abolished the simplest and quickest means of establishing a friendly relation between the teacher and pupil. The story not only enlivens and adds joy to the school life, but it can be made a basis for establishing a bond of happy relation between members of the family.

NANNIE MACK BROWN, '17.

Through story-telling the reading habit is formed in youth and creates a love for literature from which the child will never depart. It will become natural for him to use his spare minutes in profitable reading, and at the same time keep him from ever being lonely, when there are good books, magazines and newspapers about him. In them he will find pleasure, comfort, and amusement; so that he will not seek the things which often cause mischief and trouble.

Story-telling arouses and stimulates the feelings of the children, and this causes them to sympathize with the world about them. Through the vivid imagination of the child he can place himself in the place of some unfortunate persons and suffer as they do. They can live the life of the flowers, birds, and the animals, sharing their difficulties and sorrows.

BESSIE CASON, '17.

One of the greatest values of story-telling is the happy relationship that it creates between pupil and teacher. When the teacher tells a story she seems to the pupils as one of them, enjoying and appreciating their experiences as much as do the children. A good story will do so much toward relieving the intensity or stilted atmosphere of the school-room and will bring about a strong social bond which cannot be established in any other way.

JENNIE TAYLOR, '17.

A story is a work of art, and through its everlasting appeal of beauty the soul of man is given a new desire to grow. The immediate purpose of telling a story is to give joy, to please the hearer; his pleasure, not his instruction, comes first. Then, the teacher who has accomplished this one greatest aim of story-telling has enlarged and enriched the child's spiritual experience. All children and most grown people enjoy a good story that is well told, and the pleasure derived from it is not just for pleasure's sake only. It has a real value. Mutual enjoyment of a story brings any group into closer relationship with one another; thus it is a means of establishing that happy relation between the teacher and pupil which is so necessary in the schoolroom. Story-telling furnishes simple, wholesome enjoyment to any group of people. Whether it be a class of children in the schoolroom, a group of young people, or a family circle, they are getting real enjoyment of the story, and through this, its first value, they are also receiving instruction.

MUSA HARRIS, '17.

Through stories told and read in the schoolroom information is easily fixed in the minds of the children. Instead of bare facts or events, dry and uninteresting to children, they are clothed in details and made into story form.

In nature study a story of a bee, flower, fish or any phase of life gives all the principles needed, and is a means to make the child more interested in all nature study. Geography also offers a field for stories. Children have to imagine many processes in the industrial world, and remember the many products from all parts of the world. Stories, such as those of iron ore, from the mine to the steel products, of rubber, lead, tropical fruits and many other things, which pave the way to a real knowledge of geography, are very valuable. In the early study of history stories connected with the birthdays of great men, of pioneer life, heroes and explorers, cause the child to imagine actions and events, and historical scenes are made real to him.

The main points being brought out in these stories, real problems present themselves, and the judgment of the child is called forth. Self-reliant thinking is required, and comparisons drawn. The stories have done their work, and, though the details may be forgotten, the necessary truths remain with the child always.

RUTH SPIVEY, '17.

Stories furnish a splendid opportunity for exercising and developing the child's imagination. He comes to school endowed with the creative, imaginative impulse. His make-believe world is a pleasurable one, because it allows him scope for his powers. In stories, especially the Fairy Tales, the mysterious element takes hold of the child's fancy and sets it in motion. The suggestive language of these stories enables him to build up the characters in his imagination, so that they seem as real to him as his every-day playmates. His anxiety is heightened when

any danger threatens the hero, and his grief is intense when a wrong is practiced upon some innocent creature. Thus we see that good stories should come into the life of every child, enlarging and developing his imagination.

OLAVIA K. COX.

Teaching the Paragraph

The formal teaching of the paragraph may be approached by incidentally calling the child's attention to thought divisions in his reading almost from the very time that he begins it. For instance, when a child is reading orally, the thought should not be broken by stopping him in the midst of a paragraph and allowing another child to take up the reading at that point. Any aim may be given which will furnish incentive for the proper division of thought. For example, the child may be asked to read far enough to find out something about a character in his reading.

Unless some such approach as the above has been made it hardly seems wise to teach formal paragraphing in the fourth grade. This preparation had been made before I taught the subject in the fourth grade at the Model School.

I began the subject with a fable, the shortest unit of literature. After we had read the whole fable, I asked what the first part—meaning the first thought unit or paragraph—told about. Different answers were given. I continued thus through the three paragraphs in the fable. The children then chose from the list of titles that had been given those that they thought fitted best. Some few children knew and called these different divisions paragraphs. Then I asked how they knew where a paragraph began and ended. Various answers, such as, "Because there is a capital," "There are quotation marks," and "There is a period," were given. When I saw that they failed to grasp the thought unit idea I used the book, calling attention to a capital in the middle of a paragraph and asking if that were a new paragraph. And, in this way, I almost incidentally taught them indention, showing them that the eye can more readily grasp the thought divisions by means of indention.

The next day this lesson was followed by another similar one. This time we took a familiar fable, "The Lion and the Mouse." The children finally agreed that in this there are two divisions, "The Lion helps the Mouse," and "The Mouse repays the Lion." These two sentences were written on the board for the titles of the paragraphs, and I asked for that part of the story which told about the first sentence, then that which told about the second sentence.

This lesson was followed by seat work. The teacher wrote "The Ant and the Grasshopper" on the board, paying no attention to indention of paragraphs. An outline which the children knew as the titles of the paragraphs was put on the opposite side of the board. The children were told what had been done and asked to divide the fable into paragraphs, naming them as I had done in the outline.

Through these papers I learned that from this teaching the children had gained some concept of what a paragraph is.

The following day we continued our work by means of a picture study. A small magazine print of Landseer's "Saved" was placed in the hands of each child. They agreed that this told only a part of a story. They wanted to call the first part of the story "How the Child got into the River"; the second part, that told by the picture, they called "The Dog rescues the Child"; and the third part they named "How the Child is found and carried Home." Each child made his own story according to this outline. The children were asked how much of the story they would tell in the first part, the second part, and the third. Whenever a child went beyond his part of the story the others stopped him.

Although the picture study seemed to clarify the work with the fables, I would advise reversing the order, giving the picture study first.

The three steps I would suggest in teaching the paragraph are: (1) Calling attention to divisions in thought as in paragraphs in reading; (2) Picture Study; (3) Fables.

OLA CARAWAN, '17.

Concrete Arithmetic in the Third Grade

"Arithmetic as a science is extremely abstract. The great question, how to concrete Arithmetic and to relate it closely to a child's experience has been a source of much controversy," for a child will learn a fact more quickly if he is given concrete problems. The different underlying principles of Arithmetic can be best learned through the solving of simple problems which touch the child's life.

Some interesting work has been done in the third grade at the Model School. In studying addition, multiplication, and subtraction, much of the work has been taught through concrete problems which grew out of the different school activities.

In connection with their language work the children had been collecting different kinds of leaves and pressing them to put in their nature booklet. Finding the amount of paper and ribbon needed in the making of these booklets furnished material for some real problems involving inches, feet, and yards. Other things that they made problems about was the picking of cotton and the making of bean-bags with which to play games. All four grades spent two afternoons in October picking cotton for the purpose of making money to buy pictures for their school-rooms. The children were eager to work out problems about this to find the result of their work. The following will give some idea as to the nature of the problems:

If we have a piece of paper 27 inches long and 24 inches wide, how many booklet backs can we get out of it if the backs are 6 inches by 9 inches?

The children had had very little division, so this was explained by having a diagram of the rectangles representing the sizes of the paper.

A child came to the board and placed on the larger rectangle a piece of paper 9 inches by 6 inches, having the class to decide which was the best way to place it so as not to waste any of the material. Here they had practice in the use of the ruler and division.

If it takes one big sheet of paper 27 inches by 24 inches for two rows of children, how many sheets will it take for twelve rows?

These are some of the problems based on cotton picking:

On Tuesday the second grade picked 153 pounds of cotton and the third grade 175 pounds. How many more pounds did the third grade pick than the second?

On Wednesday each child in the third grade picked on the average of 5 pounds of cotton. How many pounds did this grade pick? Remember there are 36 children in here.

The first grade picked 79 pounds of cotton, the second 156 pounds, the third 175 pounds, and the fourth 179 pounds. How many pounds did they pick together?

The bean-bag problems were taken up like the nature booklet problems. They found how many bean-bags, a certain length and width, could be made out of a given amount of cloth without wasting any. A diagram was used in explaining this.

These real problems furnished a motive for the children as they grew out of the things they were interested in around and about their school.

LILLIE MAE WHITEHEAD, '17.

Socializing Number Work

Liquid measure, as it can be taught in the second grade, furnishes an ideal opportunity for socializing number work. In the first place, the children have a background on which to base the knowledge they will receive. Most of them have purchased things by the pint or quart. Some even have acquaintance with the gill and gallon measures. Upon this foundation a most interesting plan can be made, through which the children will get the essentials of liquid measure without being conscious of it. There will be no grind as the bare learning of facts would call for, but there will be an intense interest, and, what is better, the application of their knowledge to practical problems.

The plan which was most successfully used for this was playing "The Milk-man."

By means of this game, and in preparation for it, the children can be taught the facts of liquid measure. This can be done very well by having in the classroom a large tub or vessel filled with water. Have each measure that you intend to use—the gill, the pint, the quart, the gallon—and through the development method familiarize the pupils

with these and their relation to each other. Too much emphasis should not be placed on the gill, as this will not be of paramount importance in their play. Have a general discussion of these measures. Let each child tell something he has purchased by the pint or quart. Show them the gallon measure, the quart, the pint, and let them estimate how many times the pint is contained in the quart, the quart in the gallon, and so on. Prove their answers by really filling the measures and emptying them in the larger ones. After you have had a generalization of the discussion you are ready to begin your play.

First, have the children select a milk-man. He will probably be the boy in the class who has had some experience along this line. Then throw the responsibility directly on the children. Just how shall we play this game? What shall we have for the streets? What for the houses? The milk-man hasn't any bottles to deliver the milk in; how shall he get it? How much milk do you usually take? John's mother keeps a boarding house; how much will she need? If she takes three gallons and the milkman hasn't a gallon measure, how many quarts will he have to give her? These are typical questions that were asked in the second grade.

The children will probably decide to play the game in the following manner: A milkman will be selected and he will be given a large vessel and the measures needed. The aisles will then be decided on for the streets; the desks for the houses. The children themselves will take the milk from the milkman, each one determining in advance how much he wishes. For vessels into which to pour the milk they will probably be at a loss. However, the teacher may suggest that they make their arms into a circle by holding them out before them and clasping their hands. Into this imaginary receptacle the milkman may pour the imaginary milk, dipping his measure into the larger pail as many times as is necessary to give the desired quantity.

Both teacher and pupils must be alert for mistakes, and correction of these may take place immediately. The purchaser can be held responsible at various intervals for the proper delivery of the milk by letting him tell the milkman how many times to dip in his measure and empty it.

This game will furnish excellent opportunity for review, as the children will be anxious to play it often. By changing the milkman each time proper distribution of the work may be secured. Other tables may also be developed in a similar manner, keeping the game spirit uppermost in the minds of the children. Thus, number work may be socialized in the second grade.

MARY COWELL, '17.

“Getting Ready for Winter”—Grade I

This catchy title, “Getting Ready for Winter,” in *Normal Instructor and Primary Plans* for October, 1916, caught the eye of various members of the student teachers in their search for ideas for the first grade. We saw how this would appeal to the children.

In the fall of the year everything is getting ready for winter. The leaves are turning red, yellow, and brown, and are falling; the acorns and hickory nuts are falling, and the squirrels are storing them away for their supply of winter food; the apples and pumpkins are being gathered; the animals are going into winter quarters, and everything in general is busy.

All this getting ready for winter furnished us with a great opportunity, as teachers of the first grade, to connect it with the school work by means of drawing and language. This idea was carried out by making a poster that reached all the way across the room on the front wall. The poster paper was just a strip of cream wall paper.

Although we adopted the idea from the magazine we changed it considerably, following the suggestions of the children whenever possible.

The arrangement of the things on the poster is as follows: In the extreme upper left-hand corner is a house, cut and pasted to represent a house on a hill; under that is a fence slanting downward to the right, with pumpkins on some of the posts; to the right of that is a pile of pumpkins with a boy taking them to the fence; following this is an oak tree with the gorgeous colored leaves falling and the acorns on the ground, where the squirrels are gathering them for future use. There is also a girl under the tree gathering acorns; up at the top of this, in the middle of the poster, is printed, “Getting Ready for Winter,” then after this is a hickory nut tree with the nuts falling and a girl and boy gathering them; then a flock of birds flying South, and at the extreme right end of the poster is an apple tree.

We correlated this with our work in this way: First, in drawing and handwork, they cut the house freehand, and as the point to be emphasized was coloring rather than cutting, hectographed copies were given them of pumpkins, leaves, acorns, hickory nuts, and squirrels, and they colored them. For the apples, they made a wash of red over the whole, and from this they cut the apples freehand. We pasted the things on in the order I have described above.

The language was based on the poster, in planning what to go on it, and in developing it. Every morning they would have a conversational language lesson about things getting ready for winter: the fruits and nuts being gathered, what the squirrels are doing, about the birds going South, and the leaves changing their dresses and falling. Interest was at its highest here.

The singing was also correlated with the poster. Just before it was put up they were taught “’Neath the Tall and Spreading Tree,” and

when it was put up and they saw the oak tree they started to singing this song involuntarily, to the delight of the teacher, who was afraid she would have to suggest it. When the apple tree was made the song, "Come Shake the Apple Tree," was taught.

It was a valuable exercise to the student teachers in finding an idea and adapting it, rather than slavishly following it. If you want to arouse interest in your school, in connecting the school work with other interests, try an idea like this when it is timely. The spring idea can be carried out just as well.

HALLIE B. JONES, '17.

Playgrounds Are Needed, Because They Develop—

Health—By spontaneous outdoor exercise.

Initiative—By forcing the child to make his own decisions.

Purity of Mind—By keeping the child active in wholesome surroundings.

Coöperation—By teaching the child to give and take assistance, thus showing him the value of concerted action.

Honesty—By causing the child to repudiate any success that does not come through fair play.

Imagination—By lifting the child out of the commonplace and filling him with enthusiasm.

Self-confidence—By giving the child responsibility in the games.

Obedience—By teaching the child to respect the leader.

Justice—By teaching the child to have consideration for those who are physically and mentally weaker.

They diminish—

Idleness—By keeping the child constantly employed at something.

Delinquency—By influence that tends to develop the better self.

Exclusiveness—By giving each some part in the games.

Unfairness—By teaching true sportsmanship.

Gang-spirit—By diverting the spirit of leadership into the right direction.

Selfishness—By encouraging the child to help others.

Rowdyism—By furnishing influences that foster courtesy and self-respect.

Temptation—By keeping the children off the streets.

Self-barriers—By bringing children of all classes together.

Reformatories—By giving the child active work to do, thus forming instead of reforming character.—*Asheville Municipal Bulletin*.

Reviews

BULLETIN, 1911, No. 18, BUREAU OF EDUCATION, *Teachers' Certificates Issued Under General State Laws and Regulations*, by Harlan Updegraff, Specialist in School Administration.

As the General Assembly meets in the near future and much new legislation will be enacted, it will probably be of interest to look back a few years and see what has been done concerning teachers' certificates in other States in the past.

In this bulletin the Commissioner of Education, P. P. Claxton, says that the teacher is the most important factor in the school, and the selection of teachers is the most important and difficult duty of school officers. Incompetent teachers must be guarded against, and to do this every State has provided for the examination of applicants and for certificates for those who pass these examinations. But since each State controls its own school system, a certificate issued in one State is not good in any other State. Teachers, therefore, going from State to State have to take new examinations; and since there are so many each year who move from one State to another, this question of the recognition of certificates is very important.

If all States had the same standards the problem would be easy, but every State has a different standard. The question was taken up by the chief State education officers for formal and careful consideration in conferences held at various places and times. These conferences focused attention upon the desirability of removing all unreasonable barriers to the free and full recognition of all standard certificates, and of establishing such standards as would make this possible.

Since those first meetings there has been much important legislation in a large number of States. Many have revised their entire systems of certification, or enacted legislation which has brought about radical changes in their systems. This bulletin includes all the changes in the States that had been reported up to that time. Since it was issued, the work has been going on unceasingly. All kinds of licenses to teach in the United States are embraced in this study. The method of treatment is, first, the presentation of the provisions of the laws and regulations in certain principal tables; and, second, the analysis of the facts presented therein. The principal tables are as follows: (1) Principal features of teachers' certificates in the various States; (2) Minimum age requirements; (3) Fees; (4) Revocation of certificates; (5) Recognition of diplomas of educational institutions situated in other States and of certificates issued in other States.

The fundamental purpose of the study is to answer the question, What is the exact status of the legal provisions relating to certification

of teachers in the various States at the present time? in such a way as to furnish data in the best form for use in the construction of standards of measurement for all certificates and in the preparation of standard systems of certification. There are certain facts which, because of their practical universality, are assumed to exist without specific mention. They are: (1) every teacher must be of good moral character; (2) experience to be accepted as qualification for a certificate must be successful experience; (3) in physiology and hygiene are included the nature and effects of stimulants and narcotics.

The most important facts relating to a teacher's certificate are: (1) the agency which issued it; (2) its form—territory in which valid, school or position in which the holder is authorized to teach, and duration; (3) its content—the scholarship, experience, and professional attainments to which it certifies; and (4) its persistence.

Let us look for a moment to the principal features of teachers' certificates in our own State. For a teacher to obtain a State certificate in North Carolina, the county superintendent must certify that the applicant holds a first-grade certificate and has a minimum general average of 90 per cent, and has taught one year successfully. To obtain a county certificate, the applicant must take an examination in spelling, reading, writing, arithmetic, drawing, language lessons and composition, grammar, geography, history of North Carolina, United States history, agriculture, physiology and hygiene, including nature and effects of alcoholic drinks and narcotics, and theory and practice of teaching. On this examination the applicant must average 90 per cent to get a first-grade certificate, 80 per cent for a second-grade.

We observe that the examination is merely one of content. There is only one examination given for grammar and primary grades, which graduates of normal training schools and those who have only finished the elementary schools are alike required to take. If the applicant from the elementary school makes as high a per cent as the graduate of the normal school, then she gets as good a position, regardless of previous training. This hardly seems fair to those who have equipped themselves particularly for professional work, and it seems that just there is where the State education officers could do much good.

In comparing North Carolina with the other States of the Union, we are forced to admit that she is far behind in many respects. As just mentioned above, we find that no consideration is shown to those particularly fitted for teaching certain subjects. For instance, an applicant desiring to teach domestic science in the upper grades is required to take the very same examination as the applicants who are planning to teach the primary grades. The educated woman, who has had much experience and has perhaps taught in some of the best city schools, has to take the same examination that the young girl in a rural school does, if she wishes to teach in a rural school.

Those who wish to further refresh themselves on the subject, get a broader outlook, and see where North Carolina stands in comparison with other States, will do well to look up the above bulletin.

In the letters sent out from time to time by the Bureau of Education, revision of laws and new legislation have been reported. Just where the States stand today it is hard to tell, for conditions are constantly changing.

J. T.

Exercises with Plants and Animals for Southern Rural Schools, by E. A. Miller, is a bulletin issued by the United States Department of Agriculture.

The purpose of this bulletin is to set forth for the first five grades monthly sequence plans in the study of plants and animals at a time when they are most interesting.

In these plans practical exercises and field trips are suggested, and if the best results are to be obtained, each pupil should be required to have note-books and keep records of the observations made and the information gained.

Correlated work with other subjects should be given in connection with each exercise.

This is a basis for the study of formal agriculture in the upper elementary grades. And, now that agriculture is demanding so much attention, this bulletin is invaluable to the teacher of those grades who is required to teach this subject and does not know what to do with it.

This publication is merely suggestive for the resourceful teacher, who will find various ways by which she can vary these to meet the needs of her particular community.

Nothing definite is said concerning the place this work should have in the curriculum; but, for the sake of the vitalizing influence on the other public school subjects, and for its own importance, this work should be substituted for one or two other recitations each week.

Following the introduction is a series of plans for each school month, beginning with September. There are blackboard calendar suggestions for each month.

For the month of December the children of the first and second grades should observe the trees and compare their conditions at this season with earlier months. They should be taught to recognize winter evergreens, such as holly, bay, mistletoe, and magnolia. Then follows a very suggestive outline for the study of such vegetables as collards, lettuce, and cabbage, those growing in the school or home gardens.

Under practical work it is suggested that some of the pupils provide materials for the foregoing lesson. They can grow some Chinese sacred narcissus to give as Christmas presents. Under this head specific directions for growing them are given. Oral and written stories concerning the vegetables studied and experiences with flowers should come in

as correlated work. Drawing of certain parts of the materials should come in under this head, also.

Under the study of animals, birds are studied. An outline for this is given, and all facts should be recorded in the class note-books. During this month the snowbird is suggested for study. Pupils should also learn the names, uses, and kinds of feed of the farm animals.

The correlated work should consist of oral discussions and making records, which will furnish ample language work. For drawing, the pupils should sketch the birds that have been given special attention.

As the grades advance, the work with plants and animals should be taken up more in detail. More species should be studied, but those studied in the lower grades should always be reviewed.

Correlated work in geography and arithmetic should be added in the fifth grade. Where the plants studied grow, development of problems on the size of hotbeds, etc.

Under practical work in this grade the pupils should make cuttings of willow twigs and store in boxes of sand and keep in cool places. Garden plats should be well spaded. Prepare a hotbed for forcing early spring vegetables.

The study of birds is continued in this grade, but the work is not so general as it is in the first and second grades.

Some one member of the squirrel group is suggested for study in this grade and also some insect pest noticeable at this season of the year—San José scale, for instance. Very interesting outlines are offered for the study of all topics mentioned.

S. F.

A bulletin which will be of great value to the presidents of colleges and normal schools is Bulletin, 1916, No. 20, *Accredited Secondary Schools in the United States*, by Samuel Paul Capen, Specialist in Higher Education, Bureau of Education, and published by the Department of Interior. The reason for this bulletin is that many students apply for admission to higher institutions in other States than the one in which they received their preparation. Also, many ask for certificates from examining and licensing boards which have no direct means of knowing the standards of the schools from which the applicants come. The demand by school officials for such information led the Bureau of Education to prepare for publication the list of high schools and academies accredited by State universities, approved by State departments of education, or recognized by examining and certifying boards.

The contents of the bulletin are divided into three parts. The first part contains lists of schools accredited by State universities and State officers of education. The second part contains lists of the three principal associations which undertake to accredit schools. The third part contains lists of private schools recognized by leading colleges and schools.

F. L. S.

The Outlook during 1916 has had a number of valuable articles of special educational value. Beginning August 23 is a series of articles on "How to Make Play Out of Work."

The purpose of this series is to devise some way in which to get the spirit of play into the work hours. There is a movement on foot to get working hours shortened and life made easier in other ways, so that every one may have a few more play hours; for it is fully accepted now that play is essential not only for the child but for the adult as well.

The author, Miss Ellen Chattle, develops the idea in a very interesting manner. First let us understand the difference between play and work. Play is something you like to do, no matter what that may be. Play is an attitude, and not dependent upon the form of activity nor its purpose. Work is what we do because we are obliged to do. In order to get the spirit of play into work, we must weave into it some of the elements that go to make play interesting.

Competition is instinctive with children, and its varieties of application are innumerable. The same spur that keeps the child playing is still acting upon human nature. Therefore it should be introduced in the humdrum everyday tasks.

When the social nature of youth unfolds, the spirit of coöperation makes its most powerful appeal in the form of team play. This spirit of play, culminating as it does during the college period, should pass without a change into the work of life.

If we watch a child from infancy we shall see that for a number of years the predominant joy of his play is merely the thrill of movement—of self-activity. And there is no reason why a healthy grown person should not experience a sensation of pure pleasure from the mere play of his muscles as well as from mental activity. This kind of joy is the hidden spring which can freshen monotonous tasks.

In the issue of July 26 is an article by Grace Cleve Smith on "What Can be Done in the Little Country School," which is richly and fully illustrated. It is free and sketchy rather than a condensed statement of abstract principles.

She states in the beginning that the last few years have shown a notable and encouraging strengthening of interest in rural schools—the weakest branch of our public school system.

Consolidation offers a successful solution of the school problems in the rural communities. But what can be done for the little towns whose scanty or scattered population marks the condemned one-room "district" school a necessity?

With the aid of the State Board of Education, Miss Smith found a school of this type in a little town of the lower Berkshires, isolated from the big busy world of people.

Upon summing up the resources, she found that the plant, as a whole, was distinctly above the average of its kind. She found many and varied characteristics in the personnel of the school.

As the busy parents lived too far away to visit the school often, she gained the coöperation of the home through the children, which in most instances proved very satisfactory.

The course of study allowed some time for "extras." Therefore, her evident task was to carry on the regular work, and at the same time to weave into it and through it such training as should make for better citizenship.

At first the needs seemed so many that they were almost overwhelming, but finally she cut them down to a half-dozen inclusive ones, namely: familiarity with some of the simpler laws of sanitation, an introduction to efficient business methods, cultivation of intelligent coöperation, training in accuracy of statement, development of a conscious love of beauty, and the opening to both mind and soul of those doors which lead into the inheritance of the past, the actualities of the present, and the possibilities of the future. These needs were listed definitely in a working plan, and were woven in with the regular work with very good results.

The number for August 2 has an article by Walter B. Norris, instructor in English, United States Naval Academy, headed "A Suburban Schoolboy of the Future."

In this article the author takes us with him to a suburb of New York, as he imagines it will be in the future, and demonstrates the school system of that time. He conceives it as a little world within itself, where everything is carried on at once. The principal lives on the school ground in a house which was built by the pupils themselves. They study everything, or, rather, do everything, for it is not study, but work. For instance, the French class speaks in French and makes visits to French shops where they talk to the proprietor in his native tongue. The pupils make study desks for their own use in their homes, and study food values, so that they know when they are getting the proper nourishment.

On the playground almost every sport and game is provided for, and young and old people of the community alike enjoy them. There is no smoking at all, not because of any rule laid down, but because public sentiment has been aroused by a study of the effects of tobacco on young men. In the school itself there is a system of self-government: a school city has been organized with its mayor, chief of police, and other officials. The halls are decorated with pictures, busts, flowers, window-seats, and bookshelves, and there seem to be no inflexible military regulations in force; no jangling of bells is heard, though every pupil is on time for every class. They work out practical problems in arithmetic, such as surveying school grounds and playgrounds. There is a daily newspaper printed in a miniature yet up-to-date newspaper office. The Latin classes meet in an atmosphere of classical antiquity, with statues and pictures of old Romans and the Forum on every hand, which create among the pupils the feeling that they are living in the

times of the Romans themselves. In the workshop the pupils are also given practical work, supervised by men who have had scientific and technical training. In the school fields and gardens every child, from the youngest to the eldest, has a plot of his own, and the vegetables, flowers, and fruits that he raises are his.

"Neglecting Our Children Wisely" is the title of an article by Helen Johnson Keyes, which presents at a new angle the prevalent idea in education that children are children, and not defective adults, and they must find things out at first hand, so that when they do become adults they may think and act with independence. There should be a deeper and greater faith in children and in the laws of childhood. When the adult attempts to instruct and guide, he is forcing the child to accept facts at second hand, and so mutilates the purpose of free play and pre-experience, and leads him to form the habit of letting other people decide for him. It is after school hours when, blissfully neglected, children attain that strength, honesty, and power to think for themselves, which result not only from first-hand experience. Their entire nature should be saturated with what they are doing, for that in itself is an inspired preparation for life. Great liberty should be given the child who is beginning to think, and his intelligence should not be bent to artificial forms. Education should seek to convey, not so much knowledge, in the sense of facts, as the desire and power to pounce down on the sets of facts which are specially needed and to make them instruments. Unguided play must supplement school work if this vision and this freedom of initiative are to be realized. Outside of school hours, wisely neglected children are mainly educated by environment instead of command. Parents of wisely neglected children sacrifice many things in order to create a natural environment for the youngsters, where they may grow spontaneously and live with realities. Children cannot understand or do anything without having had some past experience, so if they are to be efficient, these experiences must be rich and varied.

In the issue of July 26 there is an article by J. Madison Gathany, A.M., of the History Department, Hope Street High School, Providence, R. I., entitled "Educated Ignoramuses."

The entire article is a plea for intellectual preparedness and for the reorganization of our educational system, so that those things which are impractical and intellectually deadening will be eliminated from our courses of study, only retaining a summary of what is eliminated, and therefore making room for such subjects as will make of our people a useful and efficient nation. The writer says that a great per cent of our so-called educated students do not keep up with the growth of our vocabulary and are out of touch with current thought and expression. He says that widespread magazine reading in our colleges and schools is one of the things greatly needed for the accomplishment of this national educational aim. Our young people need to be taught how to read a magazine with interest and profit, as much as they need to be

taught how to study Latin or any other subject. Sufficient evidence comes from thousands of schools throughout the United States to prove that magazine reading does more than any other one thing in creating a deep, sincere, and active interest in our country, and in bringing students to see that it is their duty to understand questions of city, State, and Nation, and questions among the nations.

J. T. and S. F.

The American Schoolmaster, Ypsilanti, Michigan, September, 1916, has an article on a popular phase of education, "The Socialized Recitation," by Fred M. Hunter, Superintendent of Schools, Lincoln, Nebraska. The article, while not written in popular form, has good, sound doctrine and convincing application from the head of the schools in which this idea is meeting with notable success. This ideal for the schoolroom activities is not merely a theory, but is already a practical reality in many schools. It is the development of the idea that the home and school should be closely related; that the problems of the community life should be brought into the recitation room and there solved by the pupils. The point to be gained in this system, the writer thinks, is to be found in the universality with which it trains the children of the community to take upon themselves the duties and responsibilities of membership within it. The child and his practice of life activities is the central thing in this socialized recitation process. In Lincoln, coöperative activity in civic instruction, especially, is being developed by a Junior Civic League which has succeeded in accomplishing certain definite things in a civic way. It succeeded in running a tobacco shop out of business through a boycott of its wares, and also in getting vacant lots and unsightly places cleaned up and made more attractive. It undertook in a coöperative way the problem of furnishing a needy family with milk throughout the winter. This idea could be carried over into all other subjects, too, as well as civics. For example, in English, the motive may be furnished for themes and the children allowed to work out for themselves the problems that come up in their own lives—organizing and writing them up in good, clear English.

The Girl and Her Kingdom, by Kate Douglas Wiggin, is a chapter from the life of the author when she was a young kindergarten teacher, the first west of the Rockies, a chapter full of life and enthusiasm of youth and hope, and full of suggestions to any girl starting out to teach. This little pamphlet was written for the Teachers' Association of Los Angeles and the proceeds from the sale are going into the fund for teaching illiterates. It is seldom that a real writer, one who can write stories that grip, has anything to say that is directly for the profes-

sional teacher. Teachers with rare experiences have not often the power to pass them on to others as bits of real life. They are self-conscious, or pedagogical, laboring over the words, phrases and clauses they are using, and rarely have the abandon and ease of art. To speak plainly, "They are flat, stale, if not unprofitable." This booklet or bulletin, tract, sketch—whatever you wish to call the little printed bit—has more in it than some ponderous, awe-inspiring professional books which teachers labor over, thinking they are too deep for the average understanding, when the stupidity is the author's rather than the reader's.

If you send to the Teachers' Association, Los Angeles, and send 25 cents you can get it. Do not be disappointed if it comes in an envelope, and is no larger than your hand and not half as thick.

Alumnæ

Handkerchief and Romper Sale

The swimming pool is almost here.

You remember last spring at the Alumnæ meeting the finance committee reported that the association had about \$275. That was great, but now that fund for the swimming pool must reach \$300! Will you not help? Each of you has or will receive a letter telling you about the handkerchief and romper sale. Get to work at once and send your rompers, handkerchiefs, or both, to Ernestine Forbes, Greenville, N. C., or to Estelle Greene, Greenville, N. C., not later than December 15. Now is the time for all good alumnæ to come to the aid of their association!

If you are not an alumna, but would like to contribute to the swimming pool, it will surely be appreciated.

Don't forget—Rompers! Handkerchiefs! not later than December 15.

The Class of 1916 are already sending in reports of work. They are starting out with enthusiasm

Ruth Brown, '16, Robersonville, is principal of a two-teacher school near Stokes.

Sallie Lassiter, '16, Aulander, says that she is teaching thirty-seven of the dearest children on earth, in the primary grades in the Jackson Graded School. At first she said that she resembled a withered nasturtium, but since "adapting herself to her environment" she likes teaching next to being at the Training School. Sallie has organized three basket-ball teams, which have played several match games, and has arranged to have a match game with the school at Boykins, Va. She expects to put in a Domestic Science course in the school before Christmas, and is going to direct a cooking class under the supervision of Miss Louise Fallore, the Domestic Science teacher working for that county.

Janet Matthews, '16, Winton, is assistant primary teacher in the Wendell Graded School, Wendell.

Nelle White, '16; Edenton, has primary work in a two-teacher school near Williamston.

Naomi Dail, '16, LaGrange, is teaching the first three grades at Pink Hill, Lenoir County. The age of the pupils in her first grade runs from six to twelve, and Naomi says that her greatest problem is to make the work interesting to all ages.

Annie Bishop, '16, Bath, has the primary grades in the Piney Grove School, Washington, R. F. D. 4. This is a two-teacher school in a special-tax district.

Marjorie Pratt, '16, Marion, on account of the health of her mother, is playing the part of assistant housekeeper and cook rather than of a school marm. Still, she is the proud possessor of one pupil. Marjorie says that she daily reminds her of the necessity of "adapting the material to the needs of the child," and the "value of constant repetition."

Myra Fleming, '16, Hassell, has primary work in a two-teacher school at Gold Point.

Lida Taylor, '16, Goldsboro, has work in the Aurora State High School. She and Lela Carr Newman are boarding together.

Fannie Lee Patrick, '16, Washington, is principal of a two-teacher school at House.

Nellie Dunn, '16, is teaching at her home, Union, near Ahoskie. She has assistant's place in a two-teacher school.

Mary Smith, '16, is teaching first and second grades in the Manteo High School, Manteo. Her first dilemma on the opening day was, how should she ever get time to put into practice ideas gained at the Training School, when it took every minute to keep her sixty-three youngsters still?

Bloomer Vaughn, '16, has the third and fourth grades and drawing in the fifth and sixth grades in the Manteo High School. Bloomer says: "My first day will always be a memorable one, for I wondered what I would ever do with forty-eight children when I could not get them interested enough to call the roll and assign work the first day. It was my first big problem; but from past experience I remembered the value of stories, so by that means order was restored and the work went on very well."

Ruby Vann, '16, has the first and second grades in the Grifton Graded School, and Louise Smaw, '16, has the fifth and sixth grades in the same school. Ruby is the leader of the Robert H. Wright Literary Society for the grammar grade boys, and Louise for the Dare Literary Society for the grammar grade girls. The Dare Society gave a Hallowe'en entertainment for the purpose of raising funds to purchase a basket-ball. Louise has charge of the athletics in the school.

Martha Lancaster, '16, has first grade in the Bethel school.

Marguerite Wallace, '16, and Allen Gardner, '16, are teaching together at Grifton, R. F. D.

Lucile O'Brian, '16, has primary work in a three-teacher school at Wilton, Granville County.

Gladys Warren, '16, is teaching near Kinston.

Alice Herring, '16, and Lalla Wynne, '16, are at Flat Rock.

Susie Morgan, '16, has third grade in the Farmville Graded School.

Millie Roebuck, '15, Robersonville, is teaching third and fourth grades in the Robersonville State High School. She has organized a basketball club for the high school and volley ball for the intermediate grades, and is now making plans for a playground day for the primary grades. Besides her regular school work, Millie has been appointed news reporter from the school for the Robersonville paper. Millie made a visit to Greenville during the month of October.

Hilda Critcher, '11, Greenville, is teaching at Conetoe this winter.

Clara Griffin, '15, Macclesfield, is principal of the "St. Lewis School" in Edgecombe County. Clara attended the Teachers' Institute held in Tarboro last summer.

Lois Reid, '15, Garysburg, has her same work for this winter, third, fourth, and fifth grades in the Holly Grove School, near Conway.

Emma Robertson, '15, Williamston, is teaching first and second grades in the Battleboro Graded School. She has thirty-one on roll and is enjoying her work very much. Not very long ago Emma had a delightful trip to New York City.

Addie Pearson, '14, Bailey, is spending the winter at home. She attended the Appalachian Training School in Boone this summer and was there during the flood that swept that section.

Clara Davis, '15, Atlanta, Georgia, has the first three grades in a three-teacher school, "Olive Chapel," near Apex.

Mattie Bright, '14, Washington, has one division of the third grade in the Mount Airy Graded School. Mattie says that it is easier to discipline the children in the country than those in the city.

Ruth Proctor, '15, Rocky Mount, is doing primary work in the Dixie High School, Edgecombe County.

Connie Bishop, '15, is spending the winter at her home in Wilson.

Corinne Bright, '14, has a section of the second grade in the Washington Graded School, and Bettie Spencer, '15, has a section of the fourth grade in the same school.

Luella Lancaster, '14, has a division of the first grade in the Tarboro Graded School.

Leona Cox, '15, has the third grade in the Richlands Graded School.

Emma Brown, '15, Rich Square, is teaching fourth grade in the Richlands Graded School. Emma says that she is striving to prove the fact that poor students sometimes make successful teachers.

Lula Fountain, '14, Tarboro, is doing third grade work in the Rocky Mount Graded School, and has charge of the playground work. Lula attended summer school at Chapel Hill this past summer. She also attended the Lawyers Bar Association which met at Wrightsville, and she expects to attend the Teachers' Assembly.

Hattie Taylor, '13, and Bessie Lee Alston, '14, Henderson, also have work in the Rocky Mount Graded School.

Kate Tillery, '15, Scotland Neck, has the first and second grades in the Grimesland Graded School. Kate is teaching Domestic Science also in the school.

Lillie Freeman Hope, '13, Rocky Mount, recently visited her parents, Mr. and Mrs. George Freeman, Washington, N. C.

Lela Carr Newman, '15, Durham, has the same work in the Aurora State High School, Aurora, that she had last year.

Esther Brown, '15, Swan Quarter, has work in the Swan Quarter Graded School.

Edna Campbell, '12, sends greetings from Peabody College, Nashville, Tennessee. Edna entered the Junior class and is taking Primary and Supervision work, and finds her work quite interesting. Her address is 1403 18th Avenue, South, Nashville, Tennessee.

Ethel Everett, '16, is also in school at Peabody.

Bettie Hooks, '15, attended the Summer School of the George Peabody College for Teachers.

Mary Newby White, '13, and Vera Mae Walters, '15, are at Ward's School, Tyner, putting into practice all the valuable points learned at

the Training School. Vera Mae has the wrigglers and twisters and Mary Newby those of the more developed stage. Besides their school work and trying to win the affections of a bachelor, they are taking active part in the Baptist Young People's Union and in the Sunday-school of Tyner.

Bessie Perrett, '15, is spending the winter at her home in Faison.

Grace Smith, '14, is principal of the Union Level School in Wake County. Grace says that she is going to spend Thanksgiving in Raleigh, and hopes to see a large number of Training School girls then. Read Grace's article in this issue.

Florence Perry, '15, Mary Lucy Dupree, '13, Bettie Pearl Fleming, '13, and Elizabeth Southerland, '16, are enjoying working together at Duke.

Blanche Lancaster, '14, has fifth grade in the Kinston Graded School.

Mary Bridgman, '15, has intermediate work at Engelhard, Hyde County.

Annie Hardy, '14, is in the Raleigh schools again this winter.

Nannie Bowling, '12, has work in the school at Fountain.

Emma Cobb, '14, is principal of a two-teacher school near Fountain. Emma says that the school is well organized, with societies, cooking, and athletics.

Blanche Everette, '14, is attending the State Normal College at Greensboro.

Mary Moore, '13, is at Speed again this winter. In the school exhibit at the fair at Tarboro, Mary's school won the first and second prizes on the doll-house, first and second prizes in weaving and paper cutting, and first prize in the Domestic Science Department.

Ella White, '15, has the first and second grades and drawing in all the grades, including the primary and grammar grades and through the tenth grade, in a high school in Hyde County. Ella says: "I feel like I am teaching in a palace to the room I taught in last year. During the summer we had the building painted on the inside and the window-panes replaced. The building had not been painted on the inside before. We are now getting up money to finish paying for our new piano." Ella attended the county institute held at Swan Quarter last summer, and was appointed drawing teacher for the institute. She sends an outline

of the work she gave. This, perhaps, has suggestions a number of the alumnae teachers can use:

Lesson No. 1. Primary colors.

Secondary colors (how made), with primary colors.

How to make the sanitary drinking cup.

How to cut the five-pointed star.

Lesson No. 2. Representation. Cat-tails and grass.

Lesson No. 3. Objects and animals developed from the circle:

Black cat, rabbit, and the pear.

Lesson No. 4. Afterglow scene, with the bare tree.

Lesson No. 5. Pumpkin, Jack-o'-lantern, and an original Hallowe'en drawing.

Lesson No. 6. Cut-work: Indian canoe and wigwam.

Discussion how the Indian village might be illustrated on the sand-table.

Georgia Keene, '16, who was the leading lady of the Training School in newspaper reporting, still clings to the work. She sent in a sprightly report of her first impressions of her school and the neighborhood, and put it up in "special news" form:

"The Ormondsville school began its career of 1916-17 on September 14. Miss Keene has charge of the fifth and sixth grades, but had only twelve enrolled at first, eight boys and four girls. She seems delighted with her work, and says her main problem is to teach the children how to study.

"On one day she told the children to remember what they had learned in history until the next day, and one pupil said: 'Miss Keene, you have told us to remember more this week than we have ever had to learn in a month before.' They remembered just about one-sixteenth of it until the next day. Several of the pupils have said that she is a funny teacher and that she '*sho do* make you git yo' lessons.' She has been told by all the parents she has met to be strict and to make them stay in school until they know their lessons. The teacher last year was not strict at all, and it was all right if they did or didn't get their lessons; but one little boy said the other day that he saw right then that he had to study this year.

"The thing that worries her most is that at first they have pay school and only a few pupils; but in another month free school begins and then they will pile in fifty strong. One little boy said: "Miss Keene, it *sho* will *seer* you when free school begins.' And she *sho do* believe it.

"The life of the teachers outside of school is what any one would call ideal—as near as it can be away from home. They have a perfectly grand boarding place and each teacher has three glasses of milk every night and twice a day Saturday and Sunday. They have fried chicken, ham, etc., in the same proportion. It is so homelike.

"The people of the community are just fine, especially the committeemen. They were all out for the opening of school. The chairman conducted the opening exercises and the others made talks assuring the teachers that they have the loyal support of the committeemen, and not to fail to call on them. All the parents they have met have been so nice and have all told them to please make the children study. One rule that the committeemen made the first day was that there should be no smoking on the school ground. Miss Keene, having found that one of her boys had been smoking, and having

caught several cheating, has made a rule that the punishment for such crimes shall be a whipping, and is earnestly hoping that such will not happen, as she will be more frightened at the thought of the whipping than will the guilty one."

Trilby Smith, '16, has third and fourth grades in the Grimesland Graded School. She has sent us an interesting account of a Daniel Boone Sand-table she worked out with the fourth grade:

Daniel Boone Sand-Table in Grimesland

The fourth grade of Grimesland Graded School has worked out "The story of Daniel Boone" on the sand-table as a sort of introduction to "Hannah of Kentucky," which the grade expects to study and dramatize soon.

The story proved an interesting study. It was read, putting emphasis on pioneer life, the Indians, the Indian customs, symbols and signs.

The incident illustrated on the table was that where the white girls are taken captive by the Indians and Boone and his men are in pursuit. It was a woods scene with Boone's fort on one side of the river, which ran midway the table and an Indian village on the other side. Blue paper made the river and beautiful moss formed the banks and much of the lowground. The woods of autumn maples made quite a picturesque scene.

Boone's fort was made of small pegs driven down and the houses were covered with pine bark. The Indian wigwams were made of stiff brown paper, and also the boat on the river. Indian bowls were moulded of red clay. The birds, animals, Indians, and white men were drawn and cut from drawing paper. This work was done by the class, and the best was chosen for the table.

Short stories of Boone were written, and the best chosen for the posters above the table. Drawings of Boone, the Indians, and many signs were pasted on the margin of the poster. Invitations were written by the grade to the other grades and one day was set aside for visitors. All of the drawings and written work were on exhibit near the table.

Julia Rankin, '16, who for two years has been so closely identified with the QUARTERLY, first as assistant Editor, then as student Editor-in-Chief, is teaching at Colon. She has written an interesting letter which speaks for itself:

"After commencement I stayed at home until the middle of July; then I went to the Sandhill Farm-Life School and took my sister's place while she went to George Peabody. My work there was to buy supplies, keep house, teach a little girls' sewing class, and be guardian of the Camp Fire, besides entertaining the school's visitors, and anything else that I might help with. I enjoyed the summer thoroughly.

"I came from there to Colon. Colon is a very small village about three miles north of Sanford, on the Seaboard and Norfolk and Southern railroads. I am principal of the two-teacher school here. Miss Irene Sledge of Louisburg, a Training School summer student, is the primary teacher. This is the first year that the school has had two teachers. The people want high school work; so last summer they voted special tax. A second room had

already been built; so I have put in the eighth grade work. Each year another high school grade will be added, and in a year or two another teacher will be employed. I have some lessons of the fourth grade, and all of the fifth, the sixth, and eighth grades. I am thankful there is no seventh grade this year.

"It is needless to say that I am *busy*! I have twenty pupils in my room. There are ten primary pupils. The schoolboys are splendid about building things around the school. I was teaching Daniel Boone in story form to my fourth grade, and my fifth and sixth grade boys got so interested that they took it way from them. They made *Boonesboro* with log cabins, the logs notched and fitted together, and the palisade made of upright logs. The whole thing is about 4 x 2½ feet. It is really a sand-table without legs. We wanted real sand-tables; so the boys made one for each room. My fourth and fifth grades made a beautiful Holland table and are planning Switzerland now.

"I am not happy without some sort of newspaper work; so my room is publishing the *Colon News*. All in the room are reporters and they elected a boy editor and a girl editor and a *printer*. The paper (one copy) is published weekly and read in the literary society (newly organized); then it is put on the bulletin-board until the next issue. We use three sheets of typewritten paper pasted one below the other. The *printer* really writes the paper, but the newspaper form is kept. It really is pretty good. We have issued only one copy.

"I have taught the girls to make pine-needle baskets. As you know this is in the long-leaf pine section.

"We are going to give 'The Courtship of Miles Standish' Thanksgiving. I dramatized it.

"Some time in the spring we hope to give a playground program."

Gladys Fleming, '14, is teaching in Watertown, Tenn. Last year she attended George Peabody College for Teachers at Nashville. She says she has the first and third grades—73 enrolled. She writes interestingly of a Mothers' Club, which is for her two grades. The dues are 10 cents a month, and the proceeds go towards beautifying the schoolroom and getting books for a library for the primary grades. Here is the program she had at the November meeting: "The Children's Hour"; "The Home-like Home"; "A Health Talk" by the county physician; "The Child and Money." The mothers were the only ones on the program except the county physician.

Bessie Doub, '14, writes that she is teaching the second grade at Wendell for the third year, is "pack-horse" for the Woman's Betterment Association, and had a demonstration reading lesson to give at the November teachers' meeting.

Katherine Parker, '16, is principal of a two-teacher school between Winston-Salem and Walnut Cove. She has the first and second grades because the people of the community wanted some one to have these grades who had up-to-date methods.

Mary Weston is another member of the Class of '14 who has been at the same place ever since she finished school. She teaches in Macon. She and her colleagues are enthusiastic over a new \$10,000 school that is being built there. Their Betterment Association recently gave an entertainment from which they made \$40, which will go towards opera chairs for the auditorium. The teachers of the high school department are planning to give another entertainment for the same cause. Mary is planning to attend the Teachers' Assembly.

Pattie S. Dowell, '11, who has been the *alumnæ* editor of THE QUARTERLY until this year, is teaching a "baby grade" in the schools of Winston-Salem.

Hattie Weeks, '13, has been teaching in Winston-Salem ever since she finished at the Training School. She is president of the Second Grade teachers. The teachers of each grade have separate organizations. Hattie is working up a health play, "Our Friends the Toads," a play recommended by the Sociological Conference which was recently held in Winston-Salem.

Be sure you come to the Teachers' Assembly this year, as our President Wright is the president. Remember the "Get Together Dinner" on Friday evening. We should have a large crowd and a happy occasion.

TRAINING SCHOOL GET-TOGETHER DINNER ON FRIDAY EVENING,
DECEMBER 1, RALEIGH.

School Activities

Young Women's Christian Association

The Young Women's Christian Association of the Training School has caught the spirit—a spirit of love, sympathy, helpfulness, cheerfulness, and service for each and every one—which should exist in all organizations whose purpose is for the uniting of girls in loyalty to Jesus Christ, the setting of high standards and ideals of Christian character and service. This spirit was most prominent during the first weeks of school, and was shown by the hearty welcome which the old Y. W. C. A. girls gave the new girls. The ways in which they made them feel welcome were by meeting all the trains and with kind words, a smile, and a real willingness to help, to greet these new girls and show them their rooms, impart all helpful information, show them to their classrooms, and help them in every way that help was needed. A little “Y. W. C. A. Welcome You” card was the first thing to greet a new girl on entering her room, and on her table was a Y. W. C. A. Handbook.

On the first Saturday night an informal reception was given to the new girls. Here the girls met and became acquainted in a most informal way, since each girl wore her card and no introduction was needed. For entertainment there was music and stunts. The refreshments consisted of punch and a salad course.

SUNDAY EVENING SERVICES

President Wright conducted the service on Sunday evening, October 1. For the Bible lesson he read the story of Nicodemus. He gave the young ladies an earnest, sincere, heart-to-heart talk on the importance of things spiritual. He said that the spiritual side of human life is just as positive, sure, and real as the physical life. The religious life is the real essence of physical life. We come in touch with spiritual life every day and yet think it mysterious. It is good for each one to stop and take stock of his spiritual life and then strive to strengthen those things in which he is deficient. Eternal things are spiritual. He also said that a person reaches his zenith when he lives the most perfect life. It pays to be a Christian. He showed how the promises of rewards to Christians are fulfilled, by illustrating how the true Christian gets pleasure out of everything—even the sunsets. As one thinks deep down in his heart, so he acts and so he is. It is the inner thought that counts, and only by right thinking can we develop right living. In closing he urged the students to let only the purest and noblest thoughts enter their minds.

During the first part of the next week each girl was visited by a member of the membership committee and invited to join the Y. W. C. A. This was a new plan for the distribution of the membership cards, but proved a most successful one, and the Y. W. C. A. membership was increased about 40 per cent over the preceding years.

The recognition service was Sunday evening, October 29, ample time being given for payment of the Y. W. C. A. dues. Martha O'Neal, president of the Y. W. C. A., led in this beautiful service. She made a talk on school girls' ideals, talking as a girl to a girl and making a direct appeal to them.

The new girls were dressed in white and each carried a candle. They filed into the hall, marched across the stage, and as they passed the center of the stage they lighted their candles from large candles held by officers of the association.

The special music was particularly good. Beautiful solos were rendered by Miss Ethel Stancel and Mr. H. E. Austin. Mr. Austin sang "Behold! the Savior Passeth By." After the services Miss Hill entertained the girls with selections on the Victrola.

Rev. H. N. Blanchard, pastor of the Memorial Baptist Church, Greenville, N. C., conducted the services on Sunday evening, October 8. He read the scripture lesson from John 21, the chapter in which Christ tests Peter's love for Him and commissions his disciples to "Feed My Lambs." He chose as his subject, "The triple question, the triple answer, and the triple commission." He showed how we criticised Peter for denying his Lord three times, yet we deny Him daily by the lives we live, which is far worse.

Rev. Geo. H. Johnson, pastor of the Baptist Church of Enfield, led Y. W. C. A. services Sunday evening, October 15, talking on the subject of "Systematic Giving," from the text, "As a man prospereth, so let him give." He made a strong talk, impressing upon his listeners the need of business in the church life. "Life is made complete only when receiving and giving are properly proportioned." He declared that the lazy man has no place in the kingdom of God, and that he had no sympathy with the man who talks against a man merely because he has money. He said that the Lord would not have given us brains, muscles, ambitions, and hopes if He had not intended for us to use them.

In giving, two points should be observed: First, to give in proportion to what you receive, and, to give regularly and systematically. He made the students realize that though they can give little, they can give systematically and cheerfully. After this service, cards were handed out for the girls to fill out stating the amounts they would give regularly.

Miss Armstrong led the Y. W. C. A. services on Sunday evening, October 22. She read the 3d chapter of James as the scripture lesson. She took the life of the Virgin Mary as the topic, showing a picture of the beautiful full life, even though she appears only six times in the

Bible and there are only three recorded conversations. The first time she is receiving the announcement of the great honor that is to be hers; she is called "handmaiden of the Lord." The second time is when she speaks to Christ when she finds him with the doctors in the temple, showing tender consideration and love for Christ. The third time is when Mary at the wedding supper turns to Christ for help.

Miss Sallie Best of the Junior class took charge of the music committee for the first time this evening.

Mr. C. W. Wilson led the Y. W. C. A. services Sunday evening, November 5. He opened his talk by asking the question, "Does the hour of crisis make the leader or reveal the leader?" He gave as examples the greatness revealed by Washington, Lee, Paul, and Joseph in the hour of crisis. He said: "There is no such thing as sudden rise to real greatness, but it is determined by real service—Christian leadership." He said that the four elements which were necessary for a life of real Christian service were: first, decision either for or against Christ; second, preparation, through prayer and Bible study; third, hope, which all real greatness must be based on; and, fourth, love, which determines our attitude towards life. Mr. Wilson made a talk worth while, giving the association some helpful suggestions.

Societies

The initiation meetings of the two literary societies, the Sidney Lanier and Edgar Allan Poe, were held on the night of October 7. The initiation of each society was followed by a reception at which the faculty were the only outside guests. There were seventy-eight new girls initiated into each society.

POE SOCIETY

After the initiation was completed and a word of welcome given by the president of the society, Miss Nannie Mack Brown, every one was invited into the library, which was attractively decorated in the society colors, red and white. The color scheme was also carried out in a salad and ice course. Music made the enjoyment of the evening complete. Miss Hill played a solo and Misses Hill and Fahnestock a duet. Miss Ernestine Forbes sang a solo and Mr. Austin sang several selections. Miss Muffy played the accompaniments.

The officers of the Poe Society for the year 1916-17 are: President, Nannie Mack Brown; vice president, Elizabeth Hutchins; secretary, Bernie Allen; treasurer, Lois Hester; critic, Virginia Suther; door-keeper, Katie Flora. This year the selection of the editor-in-chief of the TRAINING SCHOOL QUARTERLY fell to the lot of the Poes, and Fannie Lee Speir was elected. Sallie Franck is assistant editor.

SIDNEY LANIER LITERARY SOCIETY

The girls were awakened earlier than usual Saturday morning by the steady "Baa-baa" of a goat, which they found tied between the west

dormitory and the Administration building. There he stood in the Lanier flower bed with the society's colors, gold and green, proudly floating from his horns in the gentle morning breeze. The new girls began to feel very ill at ease, for they knew that Saturday night was to be initiation night, and the mysterious whispers of having to "ride the goat" now seemed a stern reality. Excitement ran high all day whenever a group of girls met, and many were the horrible tales conjured up in their minds.

At 8:30 p. m. sharp every new girl who was to become a Lanier was down in the basement, impatiently awaiting orders to third floor, where the initiation was to be held. The same idea is carried out from year to year, though it was more elaborated this year than ever and proved a greater success.

By 9:30 all had been initiated and were met in the hall, where punch was served.

They then assembled in the Y. W. C. A. hall for a short literary program. Miss Ophelia O'Brian, president of the society, made a short talk to the new members, giving them a most cordial welcome into the society, and setting forth its purposes. This was followed with an appreciation of Sidney Lanier's life by Miss Mac Sawyer, in which she commented on a few of his works. Miss Sherman, in her usual graceful manner, delighted the audience with two beautifully rendered instrumental solos. "The Marshes of Glynn" by Lanier was read by Miss Ruth Spivey, and the program came to a close with an instrumental solo played by Miss Lou Ellen Dupree.

The members were then invited into the recreation hall, where dancing was participated in for a short time. Delicious refreshments, consisting of cake and cream, and mints, in the society colors, were served, and this most enjoyable evening passed away all too soon.

The officers of the Lanier Society for the year of 1916-17 are: President, Ophelia O'Brian; vice president, Mattie Poindexter; secretary, Camille Robinson; treasurer, Annie Gray Stokes; critic, Virginia Sledge; marshal, Mildred Maupin; business manager of TRAINING SCHOOL QUARTERLY, Ruth Spivey, and assistant editor, Jennie Taylor.

Last year the societies pledged themselves to furnish the funds for beautifying the campus. To raise these funds, they are planning to give an intersociety play on November 27, and are now very busy practicing for it. The play is a Greek drama, "Ingomar," and is being coached by Mrs. J. J. Walker.

Athletics

The Athletic League of the Training School held its first meeting of the new school year on Friday afternoon, October 13. At this meeting 103 joined, but during the year the membership will probably reach 200.

The new officers are as follows: President, Helen Gardner, of Warrenton; business manager, Hallie Jones, of Stem; secretary, Ethel Stan-

field, of Leasburg; critic, Lois Hester, of Oxford; and Faculty advisory committee, Miss Comfort, Miss Graham, and Miss Waitt.

Playground games under the direction of Miss Ophelia O'Brian, of the Senior class, have been added this year, in addition to tennis, basket-ball, volley ball, and walking. The girls are manifesting a genuine interest in these playground games, for they realize that to become efficient teachers they must be a companion to their pupils at recess as well as in the schoolroom, and must have a large and varied collection of games from which to select those that are fitted for individual children. With that idea in view, Miss O'Brian has worked out a list of games which give exercise in language work, in running and jumping, and in training children to handle balls, the last being a preparation for the harder games of basket-ball and volley ball. There are others also of a quiet and restful nature, to be played indoors or out. The following is a program for one week:

1. Cat and Rat.
2. Center Catch Ball.
3. Circle Dodge Ball.
4. I Say "Stoop."
5. Japanese Tag.
6. Letting Out the Doves.
7. Third Slap.
8. Single Relay Race.
9. Hopping Relay Race.
10. Center Base.
11. Catch and Pull Tug of War.

There is a great deal of interest being shown in basket-ball. The players are now being tested for a place on the class teams. After these have been selected, practice will begin in earnest for the Thanksgiving match game.

Considerable interest is also being manifested in tennis this fall.

Classes

The Senior Class was organized on October 19th. From nominees, approved by President Wright, for president of the class, Lucile Bullock was elected. Other officers are: Vice president, Sue Walston; secretary, Wita Bond; treasurer, Ethel Perry; critic, Amelia Clark; historian, Ophelia O'Brian; class adviser, Mr. Meadows.

SENIOR HALLOWE'EN PARTY

The 250 students of the other classes, and the faculty and officers of the school, were the guests of the Senior Class at a delightful Halloween party given on Saturday night, October 28th. Each class was requested to meet at a different entrance to the Administration building. There they were met by ghosts, who led them through all parts of the dimly

lighted building, where they were given a hearty welcome by other ghosts, goblins, witches, devils, spiders, black cats, pumpkins, and clowns. The following interesting contests, all of which belong to Hallowe'en, were held: bobbing for apples; biting apples suspended on strings from the ceiling; guessing the number of grains on an ear of corn; and drawing cats. Miss Sophia Jarman, of the Junior Class, won first prize in the cat contest, and Miss Roberta Floyd, also of the Junior Class, won the prize in the corn contest, guessing within 9 of the correct number. Apples were served as refreshments.

OFFICERS OF OTHER CLASSES

"C," or Junior Class: President, Thelma White; vice president, Violet Stilley; secretary, Gladys Yates; treasurer, Elizabeth Evans; class adviser, Miss Jenkins.

"B" or Second-Year Academic Class: President, Rena Harrison; vice president, Mattie McArthur; secretary, Mary Hollowell; treasurer, Kathleen Venters; class adviser, Mr. Austin.

"A" or Second-Year Academic Class: President, Evy Midgette; vice president, Dearie Simmons; secretary, Ruth Liverman; treasurer, Fannie Jackson; class adviser, Miss Maupin.

"F" or One-Year Professional Class: President, Eleanor Uzzell; vice president, Jessie Lano; secretary, Dulcie Tharrington; treasurer, Hallie Marston; critic, May Clapp; historian, Townie Patterson.

School Notes

**Senator Over-
man Before
Training
School
Students**

Senator Overman was the guest of the Training School on Thursday, October 19, at luncheon and at the Assembly period. With the Senator were several citizens of the town, among them Messrs. F. C. Harding, F. M. Wooten, and Pierce.

At the Assembly the Senator made a talk to the students. When he arose to face the girls after President Wright's introduction, he said that he had not been invited to make a speech, so he was going to talk at random, but that he was coming back some time to show the president that he did know how to make a speech to girls.

He referred feelingly to his friendship with Governor Jarvis, calling him North Carolina's greatest Governor and statesman. He called the school a lasting monument to the memory of Governor Jarvis, and spoke of having heard him talk about the school. In commenting on the school, the Senator expressed the wish that girls from the west would attend this school, and that the girls from the east might attend a school in the west; that the men and women of the two sections would intermarry more, so that we might become more of a homogeneous people rather than a heterogeneous people.

In speaking of the education of women in the State, he recalled the fact that he was a member of the Legislature, and was Speaker of the House, that passed the bill for the establishment of the Normal College at Greensboro, and he considered it one of the things in his life of which he was proudest. That marked a new era in North Carolina; another era was marked when this school was established.

He spoke of the marked change he saw in the State now while he was making his campaign, in contrast.

He spoke of the marked progress in the State. He noticed now, in making this campaign, the contrast to what he saw in making a campaign twenty years ago, and he firmly believed these changes largely due to the educated woman. Progress is evidenced by the good school-houses, good roads, flowers everywhere, and signs of better living. In telling the girls that they will take the places of the women of today, and will have to carry on what their mothers are doing, he said that he knew that they did not realize what that meant. To illustrate that, he recalled an experience of his own. When he was a student at Trinity College, Senator Ransom made a talk to the students, telling them they would be the leaders; but none of his listeners realized what he meant. Many of those listeners are today the real leaders: two are United States Senators, three are members of Congress, several are judges, and others are leaders in the banking and the manufacturing in the

State. He incidentally referred to the fact that he had just spoken to the 800 students of Trinity and had organized a Democratic club of 450 members.

Senator Overman took a stand against woman's suffrage, but said that while he was opposed to it personally, he supposed it was coming, but that he was enough old-fashioned Democrat to feel that no State had a right to settle a thing for other States, so he believed woman's suffrage would come only by States.

He stated the fact that North Carolina had progressed more than any other State in the South except one, and she had a great future before her. He spoke scornfully of the low tax rate in this State, saying that it was a thing of which we should not be proud, as we were not cheap John people. He was in favor of liberal appropriations for the State institutions. The students applauded his declaration that he was in favor of higher salaries for teachers.

The students and faculty enjoyed very greatly the Senator's visit, and trust he will keep his promise to come again, although he will not have to prove that he knows how to talk to girls. He proved that fully on this occasion.

Hon. R. N. Page's Visit Congressman Robert N. Page gave a delightful surprise to the students and faculty of the Training School on November 2 by making them a visit and by giving them a talk at the Assembly period. President Wright, in introducing him, referred to the distinguished Page family and their work.

Mr. Page did not make a set speech, but his informal talk was full of thought and inspiration. He told the students that although this was his first visit to the school, he had been greatly interested in it from before the time you could see it. He, like others who have been connected with public life for some years, identifies this school with Governor Jarvis, as those who saw him during his last years heard him talk about the school and knew how near to his heart it was. To the public the school expresses the spirit of Governor Jarvis. Mr. Page said that as he rode up to the buildings and saw them for the first time, his mind reverted to the wonderful work of Governor Jarvis, the great services he rendered in his day, and the blessed memory of the man.

He asked, "What is the matter with the world?" His answer was, "Nothing"; the world is all right; the trouble is with people and their wrong ideas, the selfish men and women who put the wrong things foremost, thinking only of themselves and what they can get out of the world. "If the selfish get out of the world all they want, there would be little left in it." "The egregious selfishness of some pitted against the life of service others are trying to give makes it very hard for those who are unselfish," thinks Mr. Page.

The most beautiful part of this institution, of the president's work, and of all connected with the school, is that those who come here are being trained to devote themselves to a life of service. He liked to go back fifteen years and think of the few men who were changing the trend of the State. There was a time when one was ashamed of conditions, especially educational; but there was a band of men whose hearts were burdened, who waged battle against the mercenary spirit and became evangelists of the children of the State; among them Aycok, McIver, Alderman, and Jarvis. This institution breathes the spirit of such men. The short-sighted and the profligate were against them. He asked if the girls knew that there were still people who complained because this school was built—not because they did not want girls educated, but because they thought it cost too much. He declared that he believed it worth five hundred times the cost of educating the three hundred here, and the time would come when there would be one thousand here training for larger usefulness.

He closed with the wish that no one should ever come here with the idea that she was getting something to use for herself alone. "To serve others" should be their idea, for that was the purpose for which the school was builded and exists. All should go out imbued with the spirit of service. He did not want them to get the idea that they should go out and work for nothing, but the prime object should be, what they can put into the lives of others. He quoted the ideal of the great Teacher: "He that would be great, let him be servant"—this is a self-evident truth, that the man or woman who serves the most gets the most reward.

Until he sat down Congressman Page did not know that the motto of the school was "To Serve."

The school sang "Carolina," as President Wright said, "to show Congressman Page that we love the State almost as much as he does."

**Hon. J. H.
Small Makes
Talk to Stu-
dent body**

The political campaign brought to the students of the Training School some of the finest speakers and thinkers in public life, and these men gave the cream of their thought to the students. Congressman Small visited the school on November 3 and made a talk to the students.

Congressman Small said that it had been his experience that of all audiences a body of students was the most critical. If one attempts to give them chestnuts or stale thought, these are detected. He had one thought to contribute, and the thought and the point of view of the man who has been seeing life at first hand all over the State for the past five weeks were far from stale. There was vigor and life in his talk and it was expressed in clear-cut sentences and well rounded periods, without waste of words.

"One of the most interesting studies of life is life," he declared. He said that as he had been going over the State during the past five weeks one of the most charming activities that make for the development of the best in life, one of the most interesting manifestations, most unique phenomena, has been the schools, the buildings, and the teachers. He has taken advantage of every opportunity to visit the schools, to peep in on them, to attend their morning exercises, to talk to the pupils and to the teachers.

This proved the statement that Professor Wilson made in introducing Mr. Small. He said the Congressman was interested in everything connected with the educational affairs of the State, and never missed an opportunity to advance the cause.

Mr. Small referred to the proceedings of the last meeting of the National Educational Association, which he had read, and said that he was impressed with the dominant thought of the meeting, which was epitomized by one of the speakers: "The time has come when education ought to be hitched up with life." He has been impressed, as he has visited the schools of the State and talked with the teachers, to see that they are so nearly connected with life.

There is no activity in the life of the State today, he thinks, more important, more nearly related to life, than the system of public schools; no factors in the system so important as the young ladies who are teaching in the public schools; and no factory turning out a product of greater value than this East Carolina Teachers Training School.

He discovered something of the spirit of education recently when he heard from President Wright that the disposition to get training was so great that the number of applications for admission to this school could not be met. He sees in this that the spirit of our young people who wish this training is getting ahead of the spirit of the people, who can furnish the opportunity, the ones who are responsible for the support of the school.

In going over the State talking politics, Mr. Small has not forgotten to show the people their duty to the public school and the duty of the legislative department to seize this opportunity to manifest this spirit. He expressed the hope that the next Legislature would not neglect its duty. As the system of public education progresses, he hopes that there will be no community so provincial, so isolated, that every child shall not have its opportunity for life. He said that he liked to call it public education, for it is an illustration of what has been woven into the warp and woof of the life of the best people of the State. He came back to the big thought: Education ought more and more be coupled with life. He said that he knew from the catalogue, from announcements, reports, and from conversations with students from this school, that the curriculum is such that the students are trained so that they can hitch up with life—the home, the school, the community, and all of the coöperative move-

ments without which the wheels of modern society cannot successfully go round.

Proof that life and school are linking up, that the old lines are breaking down, is furnished by the fact that the leaders in the public life of the day take time to turn from the strenuous work of a political campaign nearing its close to talk to students, and to give them thoughts that are throbbing with life.

Lecture on the Holy Land Was Much Enjoyed Mr. Norman A. Baldwin gave a delightful hour in the Holy Land to those who were fortunate enough to be at the Training School on Monday evening, October 23. He caught the attention of his audience at once by appearing in the costume of Palestine.

President Wright, in introducing him, remarked on the fact that he had lived in the Holy Land for twenty-two years, and he knew Jerusalem better than he did any other city. Mr. Baldwin said that he was only six years old when his father went to Jerusalem to live. Greensboro was the only town in America he remembered. His father was pastor of one of the churches there.

Mr. Baldwin first explained his costume, piece by piece, and said that it had been the typical costume for perhaps thousands of years. It is now used largely by the Mohammedans, because they have kept alive the traditions and customs of the East. As Mr. Baldwin proceeded, he quoted the Bible, showing the parts of the costume to which reference is made in the accounts of the life of Christ, as, "He laid aside his outer garment."

The audience was turned into an imaginary party of tourists, and Mr. Baldwin became their conductor, showing interesting pictures and maps, and explaining routes and situations. Never before had the Holy Land seemed such a real country of hills, rivers, and real people as it did to most of the tourists of the evening.

He compared places as they are today with the way they were in the time of Christ, recalling the Biblical references in a natural incidental touch by naming people in the pictures.

Those who heard Mr. Baldwin and saw the pictures will never miss an opportunity to hear him and to bring others with them.

Dr. Coman Conducts Service at School Rev. D. H. Coman, who was conducting a revival at the Methodist Church, conducted the religious service at the Training School one morning in October. He made an impressive talk on the importance of thinking right, reading the passage in the Bible that exhorts us to think on things that are pure and lovely. He made a fine impression on the school.

County**School Com-
mittee Meet**

The organization of the County School Committee-men from Pitt County were given a luncheon at their fall meeting by the Training School, at which time a general discussion was carried on regarding ways and means of improving our rural schools. It is the custom of this organization to meet twice a year for their mutual benefit, and much good is accomplished by the mutual exchanges of ideas. Prof. M. C. S. Noble, head of the department of Pedagogy at the University of North Carolina, was present, and delivered the principal speech of the day. There were also talks by President R. H. Wright, Superintendent Underwood, Mr. A. G. Cox, Dr. Laughinghouse, and Dr. Edgerton.

**Model School
Children Pick
645 Pounds
of Cotton**

There are various ways to accomplish an end, provided one determines to accomplish it. For instance, consider the case of the pupils of the Model School, who wanted framed pictures to hang on their walls to make them more attractive and cheerful. Of course, they could have gone home and asked their parents for various sums, or they could have waited until the school authorities were ready to donate the pictures. But did they do this? They did not, because there was a better way, and, besides, they wanted these pictures right away—at once, immediately. You all know how children are when they want a thing.

So they went home and each got a good-sized bag, and then, as soon as school was out, they hurried to the nice, white cotton patch just opposite the Training School, and picked in an hour and a half 645 pounds of the fleecy staple. Result, about \$5 to expend upon said pictures, and a place where they can get more, if they want more pictures bad enough. And just to show that they are gluttons for work, these tots went back again and picked more cotton for the money to buy more pictures for their schoolrooms.

The work was directed by Miss McFayden, one of the teachers, who divided the children into their respective grades and gave them exactly an hour and a half to see which grade picked 153 pounds. They all went to work in great spirits, and all had the time of their lives. No picnic has ever been enjoyed half as much as this cotton-picking game. And, besides, they were earning their pictures. The first grade pupils, wee, tiny babies of around six years old, took part in the contest; the third grade picked 175 pounds; while the seniors, aged around ten years, picked 209 pounds, making a total of 645 pounds picked by them. We hope that they will get the best pictures that can be found, and that their walls will be the prettiest ever; because if they really do want them enough to work for them, then they deserve just as good as they desire.—*Greenville Reflector*.

Mr. Gordon Berry Lectures on "Saving Sight—Saving Citizens"

Mr. Gordon L. Berry, Field Secretary of the National Committee for the Prevention of Blindness, who is delivering lectures in this State at the solicitation of a committee from the North Carolina Medical Society, gave an illustrated lecture at the Training School on the evening of October 30, on "Saving Sight—Saving Citizens."

Mr. Berry showed a number of interesting pictures the selection of which proved that he understood human nature. While a number of them were medical slides showing diseased conditions of the eyes, others were of scenes and groups where certain diseases were prevalent, and industrial pictures, so that the audience was kept interested and was not repulsed by the sight of too many unpleasant pictures.

He explained the different preventable causes of blindness, giving many facts and figures that were rather startling to his audience. He said that of the 248 children at the State School for the Blind in Raleigh, 50 per cent of them were needlessly blind. The great tragedy of it is that forty-eight of them might have their sight today if a few moments of time and a few cents worth of preventive treatment had been given these children at birth. It is costing the State \$10,000 a year to maintain and educate these children alone—nearly twenty times enough to educate them if they had their sight.

Superintendent Ray, of the Blind Institution, was with Mr. Berry and introduced him in a very happy manner. Mr. Ray has done a great work in the State for the blind, having given most of his life to them.

Dr. Laughinghouse introduced Mr. Ray and opened the subject of the evening.

The New Members of the Faculty

Miss Annie Ray, who had charge of the Primary Methods work in the Summer Term, has Miss Barrett's place for this year while Miss Barrett is doing special work at Columbia University. Miss Ray is from Kentucky, a graduate of the Western Normal School of Kentucky, and is from George Peabody College for Teachers. Miss Ray was in the summer faculty.

Miss Nellie Maupin, of Culpeper, Virginia, is a new member of the faculty, taking the place of Miss Helen Strong as teacher of Pedagogy and History. Miss Strong was married in June. Miss Maupin comes directly from Peabody College for Teachers. She is a graduate of the State Normal School at Farmville, Virginia, and has had several years of successful experience in teaching.

Miss Agnes Whiteside, of Tennessee, is the new teacher in charge of the third grade of the Model School, taking the place of Miss Schuster, who resigned to be married. Miss Whiteside comes directly from the

George Peabody College for Teachers. She has had very successful experience as a teacher.

Miss Lula Sherman, who last year took the place of Miss Hill in the Music department, has returned to fill her own place henceforth, much to the delight of the music pupils. The Music department was so crowded that it was impossible for two teachers to handle the work, so Miss Sherman was telegraphed for and accepted. She had a private class at her home, for which she made arrangements.

Again this year a long roll of applications for admission to the Training School had to be refused because of the lack of room. Almost enough were refused to fill the much needed new wing to the East dormitory. There are 295 students enrolled, exactly the same number enrolled during the whole of last year, and a few more than at this time last year. This is due to the fact that there are a few more town students and those who were willing to room in town, and there was a little more crowding up. The school simply cannot grow in numbers until more room is provided.

President Wright notified the people of Greenville that a special visiting day would be set aside for the town people who wished to visit the school. While visitors are welcome at any time, and the routine of the school will be changed in no way on the special day, it was deemed advisable to set a special time so that some one would be in readiness to pay special attention to visitors and take the pains to show them what they wished to see. President Wright accidentally found that there were people in the town who really knew nothing about the school and who heartily wished to see it, but who hardly knew when to come over. The second and fourth Thursdays of each month, from 10 to 12 o'clock, were set aside for this visiting hour.

A series of articles featuring practical arithmetic, by Miss Maria D. Graham, of the Department of Mathematics, is appearing in the *Normal Instructor and Primary Plans*. The articles have been attractively illustrated and given good placing in the magazine. The editor in a note at the end of the one in the November issue refers to the articles as "interesting and stimulating." The November article is "Problems Occasioned by a Thanksgiving Banquet." Others to appear later are "Live Arithmetic Problems from Current Newspapers and Magazines," and "Corn and Tomato Club Problems Based on an Acre of Land." All of these are illustrations of the work done in arithmetic at the Training School.

Instead of having merely an Arbor Day, the Training School this year has had a whole Arbor Week. Mr. Busbee spent a whole week planting the grounds as outlined in the spring issue of the *QUARTERLY*; he had a "perfect orgy of planting." The grounds will be well worth a person's coming far to see after these precious young plants, trees, and shrubs grow up. It has been a matter of deep gratification that the plants put out last spring have thrived. Only two died, thanks to the excellent manner in which they were planted, to the care the president gave them during the summer, and to the good seasons.

Miss Maria Graham, of the Faculty, during the spring and summer built a home in Greenville adjoining the campus. She and two other members of the Faculty, Misses Comfort and Jenkins, are keeping house together. Near the beginning of the year they had a house-warming, opening the home to the other members of the Faculty, officers, and all who were connected with these.

President Wright attended a meeting of the University Club of Raleigh during October and made a talk.

Mr. H. E. Austin recently attended a meeting of the State Board of Examiners in Raleigh.

Miss Lewis was one of the judges at the Farmville Community Fair.

Miss Armstrong judged the Domestic Science products at the Stokes Community Fair.

On Fire Prevention Day President Wright made a talk on the significance of the day, and gave the interesting facts and figures that had been sent out by the Commissioner of Insurance, and read the Governor's proclamation. The bulletin board was covered with statements sent out by the Insurance Commissioner.

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